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ABSTRACT

The Wasson Experiential Education Seminar, which was a direct outgrowth of the Colorado Outward Bound program to train and stimulate experiential education programs at the high school level, is described and evaluated in this report. A brief history of the development of the seminar and its program and learner goals are presented, along with itineraries and evaluations for each of the eight "blocks" of the year-long course. Blocks, which provided 60 students with high school credits in English, Social Science, Science, Math, and Physical Education, are described as: orientation, field science, politics and government, creative expressions, Indians of the Southwest, Aquatics, Yampa River, and life zones of the Central Rockies. A general statement of seminar philosophy and goals is given, along with a generally positive evaluation of the effectiveness in achieving the stated goals. Student, parent, and teacher evaluations are included, with each group contributing comments and recommendations for improvement of future programs. General conclusions from the entire seminar are reported, with comments on curriculum, financing, logistics, master plan, and district goals, and recommendations are listed for instructor, building, and district levels. (JD)

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AN EVALUATION OF THE

WASSON EXPERIENTIAL EDUCATION SEMINAR

JANUARY-JUNE 1974

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WASSON EXPERIENTIAL EDUCATION SEMINAR

PART I - INTRODUCTION.

A. History of Program Development.

The Wasson Experiential Education Seminar (W. E. E. S.) was a direct outgrowth of District #11's participation with the Colorado Outward Bound School in programs to train and stimulate experiential education programs in District secondary schools. The Seminar is a result, at the high school level, of the same stimulus that produced the District Master Plan for Experiential Education.

The seeds of W. E. E. S. planning came out of the District-wide Star Ranch Conference on Experiential Education in October 1972. Several Wasson teachers travelled to various locations throughout the state to observe types of experiential education programs. From these observations, one teacher, Bill Hart, adapted a plan from the East High Senior Seminar in Denver, for possible use at Wasson. That initial plan was immediately changed and revised beyond all recognition. Several Wasson teachers expressed an interest in planning for such a program. Bill Hart and John Morris consented to be coordinators of Seminar planning. With the help of a Faculty Steering Committee and the constant support and encouragement of the principal, ideas and definite plans for curriculum were gathered, molded and developed into a tentative plan that was completed and sent to the Director of Secondary Education and the Deputy Superintendent by March 1, 1973. The proposal included recommendations for staffing, transportation and financing.

This District offered to provide the necessary substitutes for Hart and Morris and agreed to provide $1000.00 and whatever was possible in the way of transportation. With that proffered assistance, the Seminar planners decided to proceed with the program and introduced the Seminar concept to students in April 1973, and students were selected by the end of that school term.

In the Fall of 1973, the coordinators organized a Parent Steering Committee to assist in raising the necessary $11,000 to carry out the Seminar. The parents took charge of money-raising and spent many weekends organizing flea markets, wood cutting, trash collecting, Christmas wrappings and bake sales. Without a doubt, the financial success of the Seminar was due to this support from parents.

In addition to financing, two other major problems faced Seminar coordinators. First, transportation had to be located for the extended trips through the Southwest and in Colorado. Finally, because the District was unable to provide adequate transportation, the Seminar chose to lease vans that would meet the stringent state school bus regulations. This necessitated a transportation expense of four times the initial estimates. Secondly, parents' concern over college entrance requirements demanded that the Seminar provide students with five specific credits - English, Social Science, Science, Math and Physical Education - instead of five general credits. To accomplish this, members of the Faculty Steering Committee were required to go before the appropriate curriculum committees to gain approval. This long, involved process was finally completed by January 1974.

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B. Credits.

Students received grades in five specific credits for the successful completion of the Seminar. Bill Hart graded students in the areas of Science and Math, John Morris graded students in the Social Science area, a team of seven teachers graded students for the English credit and all students were given a credit grade in physical education. It was at times difficult to make accurate judgments for grading these credits because of the inter-disciplinary nature of the Seminar.

C. Student Selection.

Students interested in applying for the Seminar were required to fill out an application form, with parents' signature, and provide references from three teachers and their counsellors. Students were selected for the program by a team of five teachers. A list of sixty candidates and twenty alternates were established for the Seminar. Those students selected as candidates were required to pay an initial $40.00 food fee with the understanding that they would earn an additional $100.00 per person by January 1, 1974. Standards for selection were somewhat vague. Generally, the Selection Committee wanted an equal number of males and females. The Committee also wanted as broad a racial, economic and academic spectrum as possible, since the purpose of the pilot program was to see what types of students would respond best to the Seminar style of education.

D. District Goals.

The primary function of the Seminar is to provide an alternative to traditional methods of education in fulfilling the District Goals for Secondary Education as approved in January 1973. Although the Seminar deals with all of the District goals, it focusses most effectively on the following specific goals:

1. Provide experience for students to acquire and use skills commensurate with abilities, interests and needs in reading comprehension, communicative expression (writing, listening, viewing and speaking), mathematics, social studies, sciences and foreign languages.

3. Provide experiences which motivate students toward development of creative self-expression and aesthetic appreciation of the fine arts.

5. Offer each student the opportunity to gain knowledge and to develop skills which contribute to good health habits and physical fitness now and throughout life.

6. Provide varied experiences for the purpose of building self-confidence so that each student can accept and value himself as a worthwhile human being.

7. Provide experiences which help each student develop his own moral and ethical value system and realize the personal and social consequences of his behavior.

8. Develop responsible citizens who understand the political and governmental processes of the United States and of the world community and who recognize the role of each individual as an agent for needed change.

9. Provide opportunities for each student to interact with those of different ethnic races and cultural characteristics so that he will acquire a background in human relations that will help him toward a better understanding and a better working relationship with others in his society.

10. Help each student understand his own behavior and the behavior of others so that he may maintain good emotional health.

12. Provide experiences which prepare students for worthwhile use of leisure time now and in the future.

Seminar planners also fully accepted the definitions, philosophy, purpose and scope of the District #11 Master Plan for Experiential Education established in February 1973, and based the general Seminar goals upon the program and learning goals stated in that plan. (See Appendix I for Sections I and II of the District #11 Master Plan for Experiential Education which contain definitions, philosophy, purpose, scope and goals of the plan.)

E. Purposes of this Evaluation Report.

1. This report is designed to offer detailed evaluations of specific curriculum blocks with recommendations for future improvement in achieving stated block goals.

2. It is designed to offer detailed evaluation of the Seminar's general structure with recommendations for improvement in achieving and revising stated program and learner goals.

3. It is designed to demonstrate how effectively the Seminar, as a pilot program, fulfilled the educational goals stated at the District, building and program levels.

4. It is designed to publicize to other schools in the District and the state the feasibility of experiential education programs in order to stimulate the expansion of this type of educational experience.

5. With the above expansion in mind, this report is also intended to offer recommendations to guide the sound and stable growth of experiential programs in the school and in the District during the next several years.

F. Notes on the Report.

The following report was compiled from a variety of sources including student, parent and teacher evaluations. Conclusions and the consequent recommendations are based as much as possible on concrete statistical information. However, a number of the instructors' conclusions and recommendations are the result of less formal discussions with students, parents, faculty members, administrators,

resource people, other members of the community, and upon our own professional judgments.

The reader will notice some difference in format of specific block evaluations. This occurred because we evaluated those blocks we planned and executed in our own way. The name of the evaluating teacher appears under the block title. The Introduction, General Evaluation, Conclusions, and Recommendations were done as a cooperative effort by both coordinators.

BILL HART

JOHN MORRIS

APPENDIX I

DISTRICT #11 MASTER PLAN FOR EXPERIENTIAL EDUCATION

SECTION I
INTRODUCTION

Definition

Experiential Learning -- Direct experiences utilizing environments beyond the classroom as an integral part of the teaching and learning process.

Philosophy

We believe that direct educational experiences utilizing environments beyond the classroom --

- Can best complete the school program when they become an integral part of the total curriculum.
- Have application to all segments of the curriculum.
- Provide exceptional opportunities for enriching learning activities and should be an essential part of every child's education.
- Are uniquely able to provide rich and significant growth in the areas of: ACADEMIC LEARNING, SPIRITUAL AND AESTHETIC APPRECIATION, HEALTHFUL LIVING, GROUND RELATIONSHIPS, SELF-RELIANCE, AND LEISURE-TIME SKILLS.

We take the position that --

- The systematic incorporation of environmental experiences will be most meaningful and stable if evolved within the system by encouraging the development of the existing resource expertise.
- The School District should utilize the skills and talents of its own staff to develop, incorporate and implement "Experiential Learning" as an integral part of the total education program.
- The School District should provide teachers with the additional training, experience and support that would augment the development of extra-classroom experiences.

Purpose

This master plan is formulated to --

- Identify a framework of philosophy, guidelines, and policy for "Experiential Learning".

- Describe viable compliments to the total education process.

- Offer alternative strategies for the accomplishment of the educational goals of this School District.

- Present a methodology for a coordinated, systematic incorporation of "Experiential Learning" into this School District.

- Provide a variety of program suggestions that allow for individual interpretation.

- Encourage the development of individual school models within the general framework of this plan.

This master plan does <u>not</u> intend to —

- Restrict creativity in any way.

- Dictate styles and techniques to be implemented.

- Prescribe a panacea for education.

Scope

The "Experiential Learning" concept has definite applications to the total spectrum of education. This plan, however, will focus its attention on the development of programs for secondary education (grades 7-12). This limitation has been imposed because of: (1) The unique characteristics of this segment of the educational system, (2) The absence of coordinated planning at this level, (3) The background and experience of the authors, and (4) The charge of responsibility from the Deputy Superintendent of Schools (see Appendix A). This plan does recommend the coordination of this concept into a K-12 context as soon as possible.

SECTION II
EDUCATIONAL GOALS

The goals defined here are specifically related to the "Experiential Learning" concept. They are, however, consistent with the educational goals that have been adopted by the division of secondary education in this School District. Appendix B of this plan exhibits this correlation.

The goal statements that follow afford a framework for program development. The primary focus is on the generation of learning experiences that will relate to the specific goals of individual schools. To accomplish that effectively, the evolution of programs must eminate from the schools rather than from some external source. Individual programs may select a specific goal (or set of goals) for concentration or they may assimilate the entire network in their planning.

Program Goals

The "Experiential Learning" program will --

1. Develop and disseminate a range of experiential curriculum materials suitable for a variety of levels.

2. Provide an opportunity for students to internalize both cognitive and affective learning through direct experiences with that which is to be learned.

3. Develop a complimentary and integrated relationship between classroom and non-classroom experiences.

4. Create settings where human relationships involving compassion and responsibility for others are actively cultivated.

5. Involve students in a variety of activities which prepare them for the constructive use of leisure time now and in the future.

6. Identify alternative learning environments and place students and their teachers in a variety of experiential learning situations.

7. Be district-wide, continuing and coordinated.

8. Monitor its own progress by on-going evaluations, and make necessary modifications.

Learner Goals

Individual Students will --

1. Acquire cognitive skills and apply them in realistic situations.

2. Improve motivation through a total immersion into the learning experience.

3. Demonstrate a change in their attitudes and values about their environment through personal commitments to life-styles which are conducive to maintaining a quality environment.

4. Demonstrate an increased awareness and understanding of various career opportunities.

5. Cultivate a creative approach to problem solving and self-expression, as well as an aesthetic appreciation of a variety of environments.

6. Develop skills and attitudes which contribute to good health habits and physical fitness as well as constructive leisure-time interests suited to many environments.

7. Develop attitudes toward self and others that will:

   - Improve cooperation in group situations including a realistic view of their own relationship to the whole.

   - Enhance their sense of self-esteem and confidence.

   - Reinforce their recognition and acceptance of personal responsibility. (Learning, land and life ethic.)

   - Reinforce their recognition and acceptance of leadership responsibility.

   - Generate a respectful sensitivity for the dignity of others and a receptivity of the world around them.

   - Allow them to (re)discover their own creativity.

   - Generate initiative.

PART II - BLOCK ITINERARIES AND EVALUATIONS

EVALUATION OF ORIENTATION BLOCK

JOHN MORRIS AND BILL HART, EVALUATORS

I. INTRODUCTION. As the first Block of the Seminar, the Seminar staff wanted to set the tone and atmosphere for the whole Seminar. Our intent was to provide students with an experience requiring group interaction and comradeship. During the course of the Seminar planning our plans for this sort of activity varied. It was finally decided that a cross-country ski experience would provide the vehicle for this type of interaction. In addition to the cross-country skiing, we also incorporated a group warm-up activity led by Dr. Dean. While half of the students were participating in these activities, the other half were undergoing extensive First Aid training in Colorado Springs. As is the format for the entire Seminar, the group exchanged places at midweek so all students were exposed to the same experiences. This evaluation will help explain what happened in this initial block and what recommendations for change will improve it. As with all of the Blocks, Group A and Group B were under different itineraries from day to day and the changes are noted below.

II. GOALS.

A. Provide the student with an opportunity to develop an awareness and appreciation of the natural environment and his relationship to it.
B. Encourage the development of practical skills that enable the student to provide for his own basic needs in the outdoor environment.
C. Provide the student with the opportunity to develop self-confidence in his ability to cope with emergency situations.
D. Strengthen the student's ability to relate to others in setting up and working toward a common goal.
E. Provide students with an orientation to the total program in a manner keeping with the philosophy of the Seminar.

III. ITINERARY.

DAY 1 - MONDAY

GROUP A - ACTIVITY: Morning meeting at Wasson to introduce students to format and expectations of the Seminar. Bus to Catamount Ranch near Divide. Group meeting at the lodge to discuss the itinerary, cooking and rules of the ranch. Free time provided for tobagganing, tubing. Following dinner, a group warm-up session at the lodge with Dr. Dean. Students were provided the opportunity to express themselves about each other and to concentrate on positive aspects.

RECOMMENDATIONS FOR CHANGE: None. Although several things need to remain, it is quite important to get students out and away as soon as possible. This worked quite well in this Block. On the recommendation of a supervising person, the meeting at the lodge could be postponed until students have the opportunity to explore the ranch.

GROUP B - ACTIVITY: Met with Group A in morning. At 1:00 p.m., Group B met at First Aid Chapter House to begin a twelve-hour multi-media First Aid Course. Proceeded with four hours of instruction. At 5:00 p.m., students reported to Monument Valley Park for conditioning and basic instruction in bouldering.

DAY 2 - TUESDAY

GROUP A - ACTIVITIES: Breakfast and introduction of Mel Mattis (Holmes). Mel talked on the fundamentals of cross-country skiing and students were checked out skis. Adjustment and waxing were done at the lodge. Rest of the morning was spent on flat land cross-country skiing techniques. Mel would illustrate the techniques one at a time and students would practice. Afternoon session consisted of downhill skiing techniques and culminated in a two mile ski tour. Following dinner, Mel gave a presentation at the lodge on the different kinds of cross-country ski equipment and had a film on the sporting aspects of cross-country skiing.

RECOMMENDATIONS FOR CHANGE: Itinerary worked exceptionally well. Only recommendation here is that many students had problems with the equipment. I suggest we explore the possibility of renting skis and boots for this experience.

GROUP B - ACTIVITIES: Students met at First Aid Chapter House at 8:00 a.m. to continue instruction in First Aid for four hours. At 1:00 p.m., students reported to Austin Bluffs for four hours of instruction in practical first aid in mountainous terrain. As a result of this course, all students received the Red Cross Multi-Media First Aid Card.

RECOMMENDATIONS FOR CHANGE: More time in the First Aid training should occur out of the classroom in Austin Bluffs or other outdoor environment. Students should receive more instruction in mountain rescue and evacuation. They should also be given more practical problems to solve in the course. This should be done at the expense of students receiving the Multi-Media Card since the Multi-Media Course does not give adequate training in mountain medicine.

DAY 3 - WEDNESDAY

GROUP A - ACTIVITIES: Breakfast and lodge cleaning. Students had free time to go on a ski tour, tobaggon, tubing. A group debriefing session was held at the lodge to discuss the events of the ranch experience. At noon, Group B arrived and personal equipment was exchanged. Group A returned to Wasson.

RECOMMENDATIONS FOR CHANGE: The addition of an organized ranch ski tour would be of great benefit as a morning activity. The debriefing session was too teacher-led rather than having students share their feelings. W. E. E. S. equipment is not needed at the ranch and a lot of hassle of equipment could be lessened.

GROUP B - ACTIVITIES: Morning was spent on individual planning and preparation for Catamount. Left Wasson by bus and arrived at Catamount Ranch. Equipment was exchanged with Group A. Rest of the day is same as Group A, Day 1.

DAY 4 - THRUSDAY

GROUP A - ACTIVITIES: Same as Group B, Day 1.

RECOMMENDATIONS FOR CHANGE: Same as Group B, Day 1.

GROUP B - ACTIVITIES: Same as Group A, Day 2

RECOMMENDATIONS FOR CHANGE: Same as Group A, Day 2.

DAY 5 - FRIDAY

GROUP A - ACTIVITIES: Same as Group B, Day 2.

RECOMMENDATIONS FOR CHANGE: Same as Group B, Day 2.

GROUP B - ACTIVITIES: Same as Group A, Day 3, except final inspection and cleaning of ranch. Return to Wasson.

RECOMMENDATIONS FOR CHANGE: Same as Group A, Day 3.

IV. EVALUATION OF BLOCK.

A. Student's Evaluation. Both groups were orally debriefed on this Block. What follows are the statistical and anecdotal responses we received from the students during the debriefing.

EVALUATION SHEET FOR W. E. E. S. BLOCK ON ORIENTATION ... RESULTS

		VERY VALUABLE	SOME VALUE	LITTLE VALUE	NO VALUE
1.	Block Orientation.	31	14	3	0
2.	Meeting at Ranch to determine food groups and cooking.	14	25	6	0
3.	Free time at Ranch.	38	9	1	0
4.	Ski Equipment Checkout.	30	15	3	0
5.	Group Sessions with Dr. Dean.	44	3	0	1
6.	Flat land cross-country ski instruction.	45	5	0	0
7.	Up-hill, down-hill ski instruction.	34	11	0	0
8.	Ski tour at Catamount.	30	10	0	0
9.	Mattis' presentation of film and equipment.	17	26	5	0
10.	Debriefing-discussion of Ranch experience.	16	28	4	0
11.	Four-hour first aid blocks at Chapter House.	33	11	2	1
12.	Practical first aid at Palmer Park.	31	15	2	0
13.	Conditioning at Monument Park.	18	23	5	1

Total Number Group A - 20
Total Number Group B - 28

COMMENTS

1. Block Orientation.

Went well, learned a lot, enjoyable, boring.
Too long ... no need to read aloud everything written on handouts.
Helped organize thoughts about journal and activities.
Needed to get things started.
Idea of going to mountains added to orientation.
Helped break the ice.
Showed what was expected of us.
Gave good idea of philosophy of program.
A drag but necessary.

2. Meeting at Ranch to Determine Food Groups and Cooking.

Brought some organization into making meals.
Good idea letting people volunteer.
Done with speed and efficiency.
More detail needed on who had to do what.
Good idea, this way same people can't be blamed; food not too tasty.

3. Free Time at Ranch.

A blast; lots of fun.
Needed that time to ourselves.
Allowed time to become better friends.
Needed the time to rest.
Good to have free time to think.

4. Ski Equipment Checkout.

Saved a lot of problems.
Needs more organization.
Necessary; routine; best way.
Skis could have been checked better.
Let people ski whenever they wanted.
Skis didn't fit properly.
Wild but valuable.
Confusing and took too much time.
Maybe we could raise money for better bindings.

5. Group Sessions with Dr. Dean.

Very interesting and worthwhile.
Valuable, enjoyable and helpful (could we have them again?).
Beneficial, best part; meaningful; went smoothly.
Extremely important, got to really know some people.
Fantastic, brought some people out of their shells.
Learned something about my group and myself.
Helped students know each other better, but only in that group.
Made me feel better.
Session didn't help me, but might be helpful to someone with less self-confidence.
Helped to break down barriers.
Made it easier to make friends.
Hope we can do it again.

6. Flat-Land Cross-Country Ski Instruction.

Needed to complete the ski tour.
Very good for improving techniques.
Good for non-skiers.
Needed and worthwhile.
Instructor was good but went to fast, no rest time.
Tedious, but necessary.
Essential and important.
Valuable for tour.

7. Up-Hill, Down-Hill Ski Instruction.

Good instructor, very patient.
Allowed more freedom and independence to try techniques for ourselves.
Well done by Mel, lended confidence to both novices and beginners.

8. Ski Tour at Catamount.

A challenge, very good.
Really fun, brought everyone closer together.
Enjoyable, wonderful.
Beautiful scenery, great day.
Forced students to apply techniques of both cross-country and hill skiing.
Fantastic, good exercise.
Mel was a great leader who took everyone's abilities into account.

9. Mattis' Presentation of Film and Equipment.

Interesting and worthwhile.
Learned a lot.
Helpful to those interested in buying equipment.
Of interest to some people, perhaps we should have grouped.
Film did not need to be shown twice.
Good for general knowledge but all skis were slalom.
Sleep-time for those not intending to buy equipment.
Learned about different types of skis.
Well prepared and needed.

10. Debriefing-Discussion of Ranch Experience.

Cleared up some misunderstandings, could have been deeper.
Students should have been able to express thoughts ... not just Hart.
Could have been better.
Gave students a chance to complain.
O.K., but not really necessary.
Only Mr. Hart was discussing.
A little lacking in organization.
Good to evaluate block together.
Could have been more "discussion".

11. Four-hour First-Aid Blocks at Chapter House.

Boring but worthwhile.
Helps recognize hazards and personal safety.
Valuable but a drag.
Necessary, helpful, useful.
Would have liked more advance offerings.
Makes student confident.
Not enjoyable.
Learned a lot and it was fun.

12. Practical First-Aid at Palmer Park.

Didn't take it seriously.
Fun, good experience.

Useful and educational.
First chance to really get to know one another.
Good, expressed strengths and weaknesses of groups.
Good to go through an emergency situation.
Better than school-taught first aid.
Examples were too complicated.

13. Conditioning Session at Monument Park.

Had little value because of work at Ranch.
Liked the running.
Made me realize how out of condition I was.
Tiring.
Some people should have started earlier.
Why???
Loosened me up and got me use to the boots.
Needed more exercise.
Good conditioning for backpacking.
Wasn't as much as expected.
Enjoyed the rock climbing.
Should come up with exercises that are more fun ... like soccer or football.
Needs regularity.
Really not needed.
Males are superior to females.

B. Parent Anecdotal Response to Block. These comments were received from the mid-term parent questionnaire sent to all parents on March 15, 1974. We received only limited response to the questionnaire. The comments that follow are all of the comments we received about this Block.

Excellent experience - developed some comradeship.
It was a good introductory program and helped them start new friendships which is another very good part of the program.
Dr. Dean's exercise really had a positive impact on _____.
Good to get acquainted.
A fine "opening" for the program and much enjoyed by our daughter.
Wonderful, really started things off well.
_____ enjoyed the encounter group session where positive comments helped everyone feel confident and acquainted.
_____ really responded well to the cross-country ski instruction. Good introduction to the program.

C. Instructor's Evaluation. In general, this first experience was even more rewarding than we had hoped. We had tremendous cooperation from all who helped, including Mel Mattis, Dr. Dean, Local Chapter of Red Cross, and the management of Catamount Ranch. What follows is a response to the stated goals we had set up for this Block and an evaluation of their attainment.

1. GOAL A: Provide the student with an opportunity to develop an awareness and appreciation of the natural environment and his relationship to it. The Catamount Ranch experience was extremely instrumental in providing an atmosphere conducive to the development of this goal. The skiing experience allowed students to function in a natural setting with confidence.

2. GOAL B: Encourage the development of practical skills that enable the student to provide for his own basic needs in the outdoor environment. During the initial planning for this Block, it was intended to have a backpack and camping experience. Because of the weather conditions and the fact that this is the first experience of this sort for many of the students, the skiing idea was initiated. Students did not develop practical skills in backpacking and camping but they did learn a lot about food planning, personal gear selection and, of course, cross-country skiing. The importance of the practical and applied first aid skills they acquired are obvious.

3. GOAL C: Provide the student with the opportunity to develop self-confidence in his ability to cope with emergency situations. The first aid training and, in particular, the mock situation training at Palmer Park has developed self-confidence among most students when facing emergency situations. More than anything, it has developed self-awareness about such situations.

4. GOAL D: Strengthen the student's ability to relate to others in setting up and working toward a common goal. This goal expresses the whole intent of this Block. Dr. Dean's group encounter session and the experience at Catamount Ranch had a very positive effect in achieving this goal.

5. GOAL E: Provide students with an orientation to the total program in a manner keeping with the philosophy of the Seminar. This goal speaks to the "learning by experience" concept inherent in the Seminar. This Block accomplished this concept by removing students from their familiar setting to experience "experiential education" for the first time.

In terms of the total Block, very few changes are recommended. Most of those changes are in the way of logistics and equipment. Overall, the Block provided the valuable and important introduction to the semester's work and set the groundwork for blocks that followed.

EVALUATION OF
FIELD SCIENCE AND MATH BLOCK

BILL HART, EVALUATOR

I. INTRODUCTION. This Block consisted of three weeks in and around Colorado Springs. Concentration was placed on taking information the students have obtained in the traditional classroom in the way of geology, astronomy and math and correlate it with an outdoor setting and problem solving. In order to illustrate what took place, the following itinerary is listed. Keep in mind that the students were split into two groups. In some instances Group B followed a different itinerary than did Group A.

II. GOALS.

A. Provide the student with the opportunity to develop an awareness and appreciation of the natural environment and his relationships to it.
B. Expose the student to practical outdoor experience in field procedures and techniques.
C. Broaden the student's knowledge of ecological and geological relationships through the use of mathematical concepts.
D. Enrich the student's scientific and mathematical background.

III. ITINERARY.

DAY 1 - MONDAY

GROUP A - ACTIVITY: Meeting at Black Forest Community Center. Group work and discussion on using a compass, reading a topographical map, field exercises on bearings and following a bearing, film: "Thomas the Orienteer."

RECOMMENDATIONS FOR CHANGE: Travel to Black Forest could best be handled by Seminar Vans.

GROUP B - Same.

DAY 2 - TUESDAY

GROUP A - ACTIVITY: Meeting at Black Forest Community Center. Group work and discussion on combining a topographic map and compass for travel. Met at Pine Cone Ranch for a run through of Map Course. Met at Palmer Park for self-teaching course in map and compass. Film: "Orienteering, A Sport for Swedes."

RECOMMENDATIONS FOR CHANGE: Travel again a consideration here. Palmer Park Self-Teaching Course should be moved to Day 3 to get the most out of it.

GROUP B - Same.

DAY 3 - WEDNESDAY

GROUP A - ACTIVITY: Official Orienteering Meet at Palmer Park. Course set up with five control points. Student's times recorded.

RECOMMENDATIONS FOR CHANGE: Suggest the Seminar purchase control markers and control cards. More official listing of results and times.

GROUP B - ACTIVITY: Poor weather cancelled the Meet. Slides of first Block were shown and students dismissed.

DAY 4 - THURSDAY

GROUP A - ACTIVITY: Met at Wasson for discussion of Field Math. Description of trig functions and their use. Methods of indirect measurement. Measurement of height of building and objects. Distance measurement by triangulation. Introduction to transit and its use.

RECOMMENDATIONS FOR CHANGE: Suggest meeting place other than Wasson. More practical measuring exercises. More independent calculations on the part of the students. Longer time needed to introduce the concept of the transit.

GROUP B - Same.

DAY 5 - FRIDAY

GROUP A - ACTIVITY: Met at Wasson. Demonstration in use of transit, parallax and indirect measure. Student determination of slope of a hill and height of Pikes Peak using the transit. Construction of Contour Map of area south of Wasson.

RECOMMENDATIONS FOR CHANGE: Contour map construction has real potential; recommend an additional day just for this. Need more transits to cut down on student numbers and increase student participation. More time to go over completed contour maps and discuss what value their construction was.

GROUP B - ACTIVITY: Same; except students constructed contour maps independently away from school.

DAY 6 - SATURDAY

GROUP A and GROUP B - Off

DAY 7 - SUNDAY

GROUP A and GROUP B - Off

DAY 8 - MONDAY

GROUP A - ACTIVITY: Met at Balanced Rock in Garden of Gods. Observation of rock types. Harry Zimbrick talked on rock types. Travelled up Rampart Range Road to area of Pikes Peak Granite. Travelled back down road stopping at changes in formations for group discussions and observations.

RECOMMENDATIONS FOR CHANGE: None

GROUP B - Same.

DAY 9 - TUESDAY

GROUP A - ACTIVITY: Met at Palmer Park Overlook. Introduction to Block diagrams students are to construct on geologic formations of area. Observation and discussion of Palmer Park rock type formation. Hypothesis and mapping began. Travelled to Uintah Street, Garden of Gods to continue mapping of geologic formations.

RECOMMENDATIONS FOR CHANGE: None

GROUP B - Same.

DAY 10 - WEDNESDAY

GROUP A - ACTIVITY: Meeting at Bear Creek Canyon. Collection and identification of rock types from various formations crossed in short hike. Continuation of geologic map and discussions of geologic history and reasons for change. Travelled to Williams Canyon. Walked up canyon, discussion of cave formations. Tour of Huckey's Cove.

RECOMMENDATIONS FOR CHANGE: The trip up Williams Canyon and tour of the cave was a great experience. Group B was denied permission to enter the cave. Recommend that this experience be kept in and an alternate cave site scouted.

GROUP B - ACTIVITY: Same as above except the tour of Williams Canyon and Huckey's Cove was not done.

DAY 11 - THURSDAY

GROUP A - ACTIVITY: Meeting at Wasson. Details of Creative Writing Assignment on Navigational Aids discussed. Independent study work on Geologic Maps.

RECOMMENDATIONS FOR CHANGE: Discussion of writing assignment needs to be done earlier in the Block.

GROUP B - ACTIVITY: Same as above in morning. Afternoon completion of Orienteering Meet cancelled because of poor weather on Day 3.

DAY 12 - FRIDAY

GROUP A - ACTIVITY: Meeting at Deadman's Canyon south of Fort Carson. Independent study as students explored the area and tried to determine the formations in the area and how they got there. Geologic maps due.

RECOMMENDATIONS FOR CHANGE: On this last day of geology, a more formal classroom situation is needed to tie together the information collected on the geological maps. Discussion of the outcome of this exposure to geology and what can be done with it in the future.

GROUP B - Same.

DAY 13 - SATURDAY

GROUP A and GROUP B - Off

DAY 14 - SUNDAY

GROUP A and GROUP B - Off

DAY 15 - MONDAY

GROUP A - ACTIVITY: Meeting at Mitchell Planetarium. Demonstration and discussion of using the sky for a navigational aid and a time piece. Introduction to constellations.

RECOMMENDATIONS FOR CHANGE: Some work outside of the planetarium on these topics seems advisable.

GROUP B - Same.

DAY 16 - TUESDAY

GROUP A - ACTIVITY: Morning - independent study time allotted for work on Creative Writing assignment. Meeting at the Mitchell Planetarium. Review of constellations and mythology of the major constellations.

RECOMMENDATIONS FOR CHANGE: Material was relevant and well presented. Time spent in the planetarium must be watched for saturation.

GROUP B - Same.

DAY 17 - WEDNESDAY

GROUP A - ACTIVITY: Morning - independent study time on Creative Writing assignment. Meeting at Mitchell Planetarium; topic on solar affects on Biomes.

RECOMMENDATIONS FOR CHANGE: Some felt that too much free time was provided in the mornings for completion of Creative Writing assignment. A more brief presentation on this would be much better. I recommend it be held off until the Life Zones Block so as to be better integrated with subject matter under consideration.

GROUP B - ACTIVITY: Morning - same as in Group A. Session at Planetarium on Right Ascension, declination in preparation for Celestial Navigation

DAY 18 - THURSDAY

GROUP A - ACTIVITY: Morning - independent study time on Creative Writing Assignment. Meeting at Mitchell Planetarium; Topic: Geometric Considerations, Diameter of Sun, Distances Rectifying the Globe.

RECOMMENDATIONS FOR CHANGE: Recommend this section be retained but more communication needed between the W. E. E. S. staff and Planetarium staff. More independent study approach to solving the problems should be attempted.

GROUP B - ACTIVITY: Same as Group A except more work was done outside the Planetarium. Night meeting at Black Forest. Use of telescopes and identification of constellations.

RECOMMENDATIONS FOR CHANGE: The night meeting was particularly successful.

DAY 19 - FRIDAY

GROUP A - ACTIVITY: Morning - collection and discussion of Creative Writing Assignments. Debriefing of Field Science Block, written and oral. Meeting at Planetarium, Topic: Cellestial Navigation.

RECOMMENDATIONS FOR CHANGE: In terms of practicality, I feel we've overplayed the Astronomy card. The information necessary to understand this topic has to be weighed with its practicality. Recommend this be considered and possibly dropped from the Block.

GROUP B - Same.

IV. EVALUATION OF BLOCK.

A. Student's Statistical Evaluation.

KEY - VALUE: VV - Very Valuable; SV - Some Value; LV - Little Value; NV - No Value

INTEREST: VI - Very Interesting; SI - Of Some Interest; LI - Of Little Interest; NV - Of No Interest

GROUP A

ACTIVITY	INTEREST				VALUE			
	VI	SI	LI	NI	VV	SV	LV	NV
1. Map and Compass at Black Forest.	9	13	0	0	14	8	0	0
2. Map Course at La Foret.	12	9	1	0	9	11	2	0
3. Orienteering Meet.	20	1	1	0	14	5	2	1
4. Math-Indirect Measuring.	0	13	5	4	5	5	8	4
5. Transit Contour Map Construction.	4	9	8	1	4	8	4	1
6. Geology:								
a. Trip up Rampart Range.	5	14	2	0	5	15	2	0
b. Trip from Palmer Park Overlook to Garden of the Gods.	10	11	1	0	9	12	1	0
c. Trip to Bear Creek Canyon	11	9	1	1	8	10	4	0
d. Trip through Huckey Cove.	16	5	0	0	9	7	5	0
e. Geological Cross Section	5	7	4	1	8	12	1	0
f. Trip to Dead Man's Canyon.	5	13	4	0	7	11	2	1
7. Astronomy:								
a. Time and Compass Presentation	3	11	5	2	4	14	2	1
b. Constellations	11	8	2	1	5	14	2	1
c. Mythology	11	5	4	2	2	12	6	2
d. Solar Affects on Biomes	2	9	7	3	3	5	10	3
e. Geometry Considerations	4	2	10	6	3	6	9	4
f. Celestial Navigation	5	9	4	2	7	11	0	2

COMMENTS

A. Orienteering.

I liked this part the best, probably because I've never learned this kind of thing and also I like the outdoors and you get a sense of accomplishment.
That was fun but I'm glad that all the time we spent on it.
I really enjoyed it although I got lost. I had never done anything like it before.
The orienteering was somewhat interesting. I thought that using our skills in the field would help us more.
Good, it kept us all active. Needs to be done again next year.
I really enjoyed it and look forward to another meet with the other group.
Maybe another meet in another area.
This was very interesting and in a way provided us with a certain amount of enjoyment and competition with the other group.
Fun to do and valuable to know.
Good exercise while we learned something.
It was fun and helped learn how to use the compass. You can actually use a compass in a real situation instead of a book.
Some people didn't know how to use the map and compass.
I'm still lost!!!
Had a good time and learned a lot.
Interesting but rather frightening since I didn't do to well on the drill. Now that I think about it I would try it again.
It was really neat and useful.
An excellent program, I would make no changes.
The meet was a lot of fun and offered us a chance to run to get in shape and still experience a learning situation. It was great.
Very interesting.
It was fun and it really taught me how to use the compass.
I enjoyed it but some people have big mouths.
Black Forest was a good place to go to learn these things.

B. Field Math and Transit.

Very disorganized.
Quite boring at times but interesting.
It was interesting but the error part of the students was the same as the instructor.
Needed to have more practical applications to everyday life.
Need more transits for that many people.
Good experience.
Parallax is a good method but unrealistic to everyday things.
Mr. Zecka is really smart and capable but doesn't explain very well.
More order. I wish we could have made more contour maps and do less measuring of sidewalks, churches and stuff.
No metric charts.
Kind of slow.
I couldn't understand some things. Mr. Zecka went too fast.
A lot seemed useless to me. If you don't have a transit you can't do any of those things. I doubt if I'll ever use any of that stuff.
Seems like there could be a lot of neat things to do in field math, but ...
Very confusing and unorganized.

Mr. Zecka rattled on and on, if he would of stuck to what he was suppose to I would have gotten more out of it.
I didn't learn even one-half as much as on the geology block.
Geology and Math could be combined with such methods as depth sounding, distance across streams, etc.
Sessions indoors were too long.
Have more field exercises.
It was interesting working with the transit and maps but it got a little boring.
I didn't really like this part of the block. Mr. Zecka gave long lectures but once we got to the contour maps it was all right.
I didn't care for this part, it was boring and didn't seem necessary.
I felt the contour maps helped me understand topo maps better.

C. Geology.

I pretty much liked this part except towards the end. I felt we were doing pretty much the same thing.
I really liked this. Mr. Zimbrick really made it interesting. We not only spent time looking at rocks, but we also got time to do what we wanted to do.
I enjoyed this part of the block and hated to stop.
I really liked going all over especially to the waterfall and the cave. Those were my favorite two days.
This was the most interesting of all because it made use of all the formations in the Pikes Peak region.
Huckey's Cove was a great experience and interesting but I'm not sure I learned much.
I surprised myself as to how motivated I got.
Keep Zimbrick as the instructor.
Fascinating and valuable for the "Whole" person.
Very interesting, learned a lot.
O.K.
Really interesting mainly because of Mr. Zimbrick. Very worthwhile.
The first day was very confusing, need more time on rock identification.
Learned a lot!! Congratulations to Mr. Zimbrick for great teaching.
It was really good except Mr. Zimbrick went too fast for some.
Big thanks to Mr. Zimbrick.
The days were very confusing and most of the time I didn't understand any of it.

D. Astronomy.

It got boring in places, the lady put me to sleep.
I think it depends on your interest, I was very interested and thought it was great.
I felt the lady could have taught us more on our intellectual level.
I learned a lot and its super knowledge to have.
The material from day to day seemed unrelated. Why did we do the Biome thing?"
Miss D. didn't talk to us like we were juniors and seniors.
Was hard to sit on those comfortable seats that long. ZZZZZZ.
I would have liked to do more stuff outside.
Make it go faster and I suggest people get sleep at night and not in the Planetarium.

I really enjoyed Dr. Akey and was disappointed when the lady took over.
I feel you need to limit the amount of information and have more of one subject of useable information.
If your spending that much time in the planetarium, you need longer breaks.
Some of the things could have been geared more to our level.
Really liked the part on cellestial navigation, have this at the start.
I was bored stiff.
I feel that the programs were too long. Need to go outdoors as a group and apply what we saw in there.
Many things were repeated by the two instructors.
The idea behind this was real good. Information was a bit overwhelming though.
Should have more outdoor sessions.
I liked the first couple of days but reached a saturation point. I love the stars but got kind of bored after that long.
Mr. Akey was very interesting but the lady put me to sleep. I was only interested in Constellations and Mythology. The rest didn't seem useful. Maybe I'm just not that interested in stars.
I was most interested in the part on Celestial Navigation, it helped me with my research paper.
If only there were those lines in the sky, I could find some of the stuff Dr. Akey pointed out.

GROUP B

ACTIVITY	INTEREST				VALUE			
	VI	SI	LI	NI	VV	SV	LV	NV
1. Map and Compass at Black Forest.	15	9	2	0	19	5	2	0
2. Map Course at Pine Cone Ranch.	22	3	1	0	21	4	1	0
3. Orienteering Meet.	22	1	2	0	22	1	2	0
4. Math - Indirect Measuring.	1	19	3	2	5	14	4	1
5. Transit - Countour Map Construction.	12	9	3	1	8	13	3	1
6. Geology:								
a. Trip up Rampart Range.	12	13	1	0	10	14	2	0
b. Trip from Palmer Park Overlook through Garden of Gods.	9	13	1	0	8	13	1	0
c. Trip to Bear Creek Canyon.	15	9	1	0	10	15	0	0
d. Geologic Cross Section Plot.	4	14	5	1	8	13	3	1
e. Trip to Dead Man's Canyon.	12	11	0	0	7	12	3	1
7. Astronomy.								
a. Time and Compass Work.	3	14	5	2	4	14	5	2
b. Constellations.	12	12	2	0	13	11	2	0
c. Mythology.	12	11	2	0	7	15	4	0
d. Work with the Telescopes in Black Forest.	19	7	0	0	17	7	2	0
e. Geometry Considerations.	2	9	9	4	1	11	9	3
f. Celestial Navigation.								

COMMENTS

A. Orienteering.

More of it.
Find something else for those who already know what's going on to do.
Enjoyed orienteering meet.
No adjustments need to be made. FUN, FUN, FUN!
This was very valuable for our trips in the mountains in case we got lost. (I'll be the first to need it!!!)
No improvement ... it was great! Mostly the orienteering meet!!! Have another orienteering meet!
I think we should have another one. I really enjoyed the orienteering meet. It was fun and I learned a lot from it. I like the orienteering section because I felt it was useful. Also the people that knew what they were doing were helpful to others.
A more indepth course with better visuals - a highly contoured area would help, and more exercises, such as cross sections, etc.
More meets - I really enjoyed learning how to use a compass and a map. The orienteering meet was great!!! Having the meet really determined whether or not you learned anything, and what kind of shape you are in.
Have another meet - I enjoyed learning how to do it. Even at the meet I learned how to read a map better. To recognize features. I would like to have another meet to see if I can do better.
Try to meet somewhere closer to Colorado Springs, and not all the way to Black Forest. I always wanted to know how to use the compass and map. I enjoyed orienteering very much. It was fun and it was exciting to run around on the courses.
I really enjoyed the orienteering, especially the meet.
More meets - good all-around activities.
I felt it was very good. At first, I didn't want to do it. I thought I would blow it. But I tried and I did blow it, but I'm glad I did do it, at least I tried.
A longer more grueling course. I felt that it was a lot of fun, and it was also very educational.
The only improvement that could have helped, but was impossible, was to improve the weather so we wouldn't have had to postpone it. I think it would have been better the week it was planned, but it still worked out very well. This was one of the best parts of the block for me. I really enjoyed not only the orienteering meet, but also learning how to use the map and compass.
The section was fantastic - the only thing, possibly have another meet with both A and B participating. EXCELLENT!
The orienteering section was the highlight of the block.
You might have a track already set up and then have everyone go and you could go step by step. I think it would help to understand it better. I learned quite a bit of this section.
Orienteering went really well. The only need for improvement I can see is better preparing the students where terms used on maps is concerned. Maybe it was my fault for not listening or something - at least stress their importance more. Orienteering was really neat I thought. The only bad thing I saw was the number of people that did not even finish. Next time maybe have people already finished help them - not do it for them, but help them in their technique.

B. Field Math and Transit.

A good block in a good position; i.e., proceeding geology.
Teach a little less advance courses. Some of us didn't know what was happening.
Spend more time away from school. Didn't learn what I wanted to learn.
The only bad thing was some of the people didn't get very involved in it. Making those maps were a real challenge. It was lots of work but I learned how to use the transit. I think our group accomplished a lot since we did it on our own.
Better weather. The independent smaller teams were good.
Some people's math! The best part was the constructing of the contour maps. Our group went out on our own and really did a good job. Everyone was willing to help one another.
Explain some of the Geometry to those who want it. Learned a lot.
Make us do more work and grade our work. Do math longer.
It was O. K. but at first a little hard to understand.
For what I knew about it, it was just at my level and quite educational. Better weather would have helped.
Somehow, I feel that the explanations on triangles and all that could have been greatly improved. I really got more confused by the way they were explained than by the actual concepts themselves. The best part of this was making the contour map, and I'm sure the reason is the group I was working with. I feel we really worked together well and learned something.
Spend more time on basics and have a few more problems to solve. Very good section.
I think Mr. Zecha should have explained the math part a little more. There were parts that completely confused me but I enjoyed the rest.
None - just keep it down to one day as it was. Placing contouring the next day was good because it wasn't all jammed together with field math. Contouring was great!!! He gave us a practical chance to get out and use what we had learned earlier.

C. Geology.

For me, the most interesting block.
The trips through the canyons were great. It helps to get out and explore, look and climb the rocks you learned about.
No improvements ... It was fun mostly because we were outside most of the time.
Split the groups into different levels. Have smaller groups so you could get into it more. Maybe have different choices of topics so you do something interesting to you. Some of the people already knew all about it. They got bored. Their boredom was transmitted to everyone else. I felt Mr. Zimbrick did a good job.
Very well done. Perhaps more visual aids would make the concepts easy to grasp. Let the students make their own complete model.
The people who have already had geology should do something special. I've had geology before. A lot was repeated. But then again, I learned a lot of new stuff.
Have some harder problems for those who have had it before. I've been through it before, but I still learned more and enjoyed it very much.
Try to make more interesting - in a way, I got bored, but it wasn't all that bad. I, in a way, enjoyed it.

Because I had already covered most of the things we did in first semester geology, it was kind of repititious and boring.

Mr. Zimbrick had a very interesting program. I'm just sorry that I could not have seen and heard all of it.

Interesting.

Interesting.

This part should be changed so that the names of the rocks are not so often used and depended upon. I feel more hiking time should be added and more in the car time removed.

I was looking forward to this, and although I didn't learn a whole lot about geology (just geology), I learned enough to make it worthwhile. I think it's an excellent way to teach about the area, and I'm only sorry we didn't have more time to really get into it.

Spend more time on geologic structure of region, better acquaint the group with rock types, manner and order. Mr. Zimbrick was great.

There was a problem with the differing educational kinds of the students. Those who had taken geology were bored; those who hadn't were confused.

I couldn't think of anything to make this a better block. I learned more than I thought I was going to.

None - just keep the time element down. Too bad we didn't get to see Huckey's. Unfortunately, people were rude to Zimbrick, and didn't pay attention - I can't see any way to change this. There are always people who aren't interested.

D. Astronomy.

Maybe two nights of star gazing, one for the evening and one for the morning stars would be better. The trip to Von's was the best part.

The geometry considerations were of little use. It was ok for a review, but if a person didn't know the material, how would they learn it in two hours.

Try not to use Mr. Ulmer - he's BORING!

The teacher from Mitchell made it very interesting. The math teacher acted like we should all know exactly what she was talking about. A lot of us haven't had math since 9th grade and it wasn't anything like that.

Cut the time down because it can get boring going to the same place two hours every day. Long but interesting.

Make it more interesting and not as confusing. Go to Von's house more if possible. It got kind of boring at the Planetarium ... Mr. Von's house was good. We actually got to see the stars. It was really good!

Right ascension; declination before night in Black Forest.

Parts were boring while others were very interesting. Going to Mr. Von's home was great. Being able to "try" and find the constellations was really something. It's so much different than the planetarium.

More night work. I'll be very interested in astronomy and would like to learn more. I learned the most at Mr. Von's house and when I talked to him out there.

Try to make the talks more interesting because my mind kept on wandering. I really liked the mythology part and I found out where my zodiac sign was. And where Mars and Saturn were. I really, really enjoyed the meeting you had at Mr. Von's house. I got a real thrill seeing Saturn.

I thought the days at the planetarium were very interesting.

Put section on Celestial navigation before others. I could not relate stars to others or constellations until after celestial navigation day.

The last days were out of it, boring - it seemed like three hours instead of one hour. The rest was neat, especially going out to Black Forest Wednesday night; very good.

I knew very little about astronomy and had trouble picking up on what was going on so I can't comment on it.
Would have liked to spend more time in this area and had more instruction outside rather than in the planetarium.
I really feel one great improvement would be to have Dr. Akey teach it all. I got very little out of the days when the others taught us, especially the geometry considerations. I think we spent far too much time multiplying useless figures.
The reaction is very hard to understand. Spend more time at night on it, instead of sitting in a planetarium. Difficult to keep mind on subject. Tend to fall asleep after several hours.
We've been out of elementary school for five or six years now - why must you speak to us on such an elementary level?
Quite a few of his "facts" about mythology were incorrect.
Have the block be longer so we wouldn't have to learn so much in such a little time. I think I understand how the stars make their cycle and where the sun and moon come into it.
Teachers that can teach on our level. Otherwise, it was really neat! Dr. Akey was super!! He really knew what he was talking about!

E. Additional comments about soccer, volleyball, etc.

Let's play a different game every block, so everyone will know how to play a little of every sport. VOLLEY BALL IS FUNNNNN!!!
Soccer and volleyball are really good ... I enjoy them. I think both groups should get together to play and separate to study.
Volleyball was a great chance for people to work together. I doubt there was much value in it, exercise wise, but a lot of value working together wise. Discussion groups really bring out people's feeling. They let the whole group know. We got a better feeling of knowing the other people. We should have more discussions.
Volleyball: I wish people wouldn't get so serious about it. It's just a game, a way of exercising, getting together and having fun. I think we should do it more often.
Volleyball is better.
I feel the soccer and volleyball are good for the group as a whole. And also, it helps you know the people in your group better.
Think we should organize a football team, flag or otherwise.
Both soccer and volleyball were really neat. They get people working together - or as the case may be - having fun screwing up. Games create both a feeling of competition and fellowship. These feelings bring people closer together and help relationships develop and grow.

B. Parent Anecdotal Response to Block. Received from mid-term parent questionnaire. We received only limited response on this questionnaire. Included here are all of the comments we received about this Block.

Good experience. No suggestions.
Good, valuable information.
Proved learning can be both fun and interesting.
Work in the field rather than in the classroom seemed more beneficial in the study and understanding of math.

Geology and especially Orienteering were very exciting to _____. Astronomy for some reason seemed dull, perhaps by comparison to the others.
Interested and motivated by the approach.
Valuable practical knowledge for all.
I'm still somewhat reluctant when it comes to student's driving other students to meeting places, particularly in the Geology part.

C. Instructor's Evaluation. In general, I feel this block was quite successful. In terms of the stated goals for this block:

1. GOAL A: Provide the student with the opportunity to develop an awareness and appreciation of the natural environment and his relationship to it. In particular, Orienteering, Geology and Astronomy played a large part in fulfilling this goal. Comments such as "I've never noticed this before" and "On a trip to Ft. Collins, I noticed some different geologic formations" helped reach this conclusion. Interest in these areas has been stimulated and in some cases comments like "Before this started, I didn't know what geology was, I thought it was some guy walking around the mountains with a hammer. Personally I think its a drag, but at least now I know what I don't like." Even this comment lends some credibility to the Block. Exposure is a viable part of any of the blocks.

2. GOAL B: Expose the student to practical outdoor experience in field procedures and techniques. This block most definitely accomplished this goal. Students discovered that procedures and techniques for outdoor experiences are more difficult to conquer yet these can be most rewarding. Our itinerary of activities will bear out the activities that meet this goal.

3. GOAL C: Broaden the student's knowledge of ecological and geological relationships through the use of mathematical concepts. As stated, I feel this goal was only partially fulfilled. Although the geological considerations most definately influence ecological conditions, this was not emphasized during the Block. Also mathematical concepts were poorly related to the other two areas. I still feel this goal is attainable, it was not done effectively this year.

4. GOAL D: Enrich the student's scientific and mathematical background. I refute comments such as "your teaching the same thing they learned in the traditional classroom." The idea behind the Seminar is to utilize previously gained knowledge in some practical situations. For students who had no geology, there was an opportunity to explore this area; for those students with geology background there was the opportunity to share this with others in a teaching experience or the enrichment through past knowledge by finding new evidence and questions. Again, when one looks at the itinerary, ample opportunity for enrichment was provided. But as with any educational activity, you can lead a horse to water, but ...

By looking at the statistical data provided by student evaluations, it points out several viable conclusions. By far the most successful activity was the Orienteering. It's interesting to note that most students rated this as high interest but they had some doubts about its value. In the Field Math and Transit work, students rated this activity as generally low interest but felt it was of some value. This would indicate that some work is needed to make this more interesting and practical. Feelings about the geology were pretty consistent. It was well liked and most students could see the value in what was being taught. I particularly think they enjoyed Mr. Zimbrick's participation [illegible]he Block. In

Astronomy, the largest discrepancy exists on student ratings. From talking to the students, it appears that students with some astronomy background were motivated while those with no knowledge were turned off. Many felt the information was too detailed for such a short exposure and that much of the knowledge would not be retained. Several remarked that the Planetarium talks were not geared to their maturity level and this turned them off. In general, it appears that astronomy needs to be shortened and made more practical for the typical "B" group student. More coordination is needed between the W. E. E. S. staff and the Planetarium staff.

EVALUATION OF
POLITICS AND GOVERNMENT BLOCK

JOHN MORRIS, EVALUATOR

I. INTRODUCTION. The structures and processes of government can be adequately covered in the traditional classroom. However, government is a great deal more than structure. It is also men and women, with all of their strengths and frailties, making decisions and influencing the decisions of others within the legal structure. Only by direct observation, only by sitting and watching decision-makers and enforcers in action can the student begin to understand the human dynamics of government. This block was intended to place students in the position to see these dynamics in action. The nature of the political process and the dependence upon cooperation from a wide variety of political figures made concrete planning too far in advance both impossible and undesirable. Below are the stated goals of the Politics and Government Block. In an effort to adapt to the available resources, the teachers made some decisions to pursue some goals at the expense of others.

II. OBJECTIVES.

A. Program Goals. The Politics and Government experiential program will:

1. Give students opportunities to actively participate in the political process, including party structures, political campaigning, and governmental processes at the city, county and state level.

2. Prepare students, who will be or have recently become of legal voting age, for insertion into the political arena.

B. Learner Goals. In the Politics and Government Block, the student will:

1. Understand political party structures at the city, county and state level.

2. Demonstrate knowledge of the practical workings of party organizations including:

a. How political goals are achieved.

b. Who the individuals are who hold power in the parties and how these persons use and maintain their power.

3. Know the law-making structures at the city, county and state level and how proposals pass through these structures to become law.

4. Know the men who hold office at the different levels, what their ideas are on different issues and how these men operate in office.

5. Understand the workings of the various law-enforcement agencies.

6. Be acquainted with some theories of political control which have influenced the development of American government.

7. Formulate a personal philosophy on the role of government in society and their own role in that government.

III. ITINERARY OF ACTIVITIES AND ASSIGNMENTS. After making a number of contacts at local and state level, the best structure for the block seemed to be subdividing it into three week-long sub-blocks: Law and Enforcement, Local Government, State Government.

GROUP 1

WEEK #1 - LAW AND ENFORCEMENT

During the week prior to the formal beginning of this block, the Seminar placed four students in the Police Rookie School. In the course of the week, they attended all of the classes and talked at some length to the potential rookies as well as the instructors in an effort to answer the following suggested questions:

1. What was the process for entering Rookie School?
2. Why did selected candidates in the school want to be a policeman?
3. What are the candidates' expectations about being a policeman?
4. What is the bases for selecting students getting into Rookie School?
5. What do the instructors and students think of the new women police rookies?

The students observing the Rookie School were expected to keep a journal of their experiences and to give an oral presentation to the rest of the Seminar on what they observed in the School. During the block, all students were expected to keep a daily journal of their reactions to activities in which they were involved. These journals were due on the final day of the block.

DAY 1 - After a general block introduction and orientation at Wasson in the morning, students met at 1:30 p.m. with Mr. Bernard Barry, Instructor of Police Science, at El Paso Community College. In both sessions, Mr. Barry presented an overview of the policeman on the beat; what pressures and anxieties he faces; what resources and procedures are available to him; what training he goes through in Colorado.

DAY 2 - Students reported to Police Headquarters at 8:00 a.m. Through the cooperation of Assistant Police Chief Red Davis, individual students were placed with a variety of police workers. Several students were also taken to the Office of the Court Administrator, Don Nelson, and from that point were placed with Judges of the Municipal Court or with the Marshall's staff or the Probation staff. Students were given the following written assignment:

> Students observing police or court occupations will submit a two-page paper including the following information:
>
> a. Why the person is in police work.
> b. How the person got into police work.
> c. The student's reaction to the individual and perhaps some reasons for those personal reactions.
> d. Other information which the student feels is pertinent.
>
> All students will be prepared to share their individual experiences verbally with the remainder of the group on Friday (Day 5) of Law and Enforcement Week in an effort to draw a composite picture of Law and Enforcement Agencies from our individual experiences.

Students remained with the police or court officers for the entire day.

DAY 3 - The observations of the law-enforcement agencies continued for the entire day. Students shifted to different occupations than on Day 2.

At 7:00 p.m., the two students placed with the Probation Officers attended the Honor Court for alcoholics. They heard several members of Alcoholics Anonymous speak on the disease of alcoholism and the A. A. Program.

DAY 4 - At 9:00 a.m., students reported to Police Headquarters where Sgt. May, Head of the Intelligence Bureau, Sgt. Taegert, Head of the Community Relations Division, and Lt. Stokes, former officer of the Narcotics Section, spoke to students about the aspects of police work and answered several questions. As a result of Sgt. Tagert's discussion of the work of the Community Relations Bureau, several students expressed a desire to go to the Youth Services Bureau for a couple of days the following week. Arrangements were made to do so.

DAY 5 - The students met at Wasson at 9:00 a.m. to debrief the entire week. Some basic questions that were asked: What most impressed you about the week? How did they react to the personality differences of Stokes and Tagert (first section)? What is the role of the policeman in the community: law enforcement or service? Has your attitude toward police and courts changed at all during the week and if so, how and why?

At about 11:00 a.m., Lt. Kirkbride and a student at the Rookie School joined our four students to give a presentation on the Rookie School.

At 2:30 p.m., students met again at Wasson with Mr. Don Brinton, Teacher at Wasson and former member of the State House of Representatives, for an introduction to the structure of State Government. This was to prepare the students for the study of State Government which was to begin on Day 7 for Group 1 and on Day 16 for Group 2.

The writing assignments for Law and Enforcement were due at 2:30 p.m.

DAY 6 - Off

WEEK #2 - STATE GOVERNMENT

DAY 7 - At 4:30 p.m., students met at Wasson with State Representatives Art Herzberger and Ken Kramer and Senator George Jackson to discuss a variety of issues before the State Legislature. The topics covered included capital punishment, land use and prison reform.

DAY 8 - Students met at 9:00 a.m. to discuss the session with the State Legislators and to make plans for the excursion to the State Capitol in Denver on the next day. Students were given the assignment to select one particular issue before the legislature and write a one-page report on the status of that issue in the legislative process.

DAY 9 - At 7:00 a.m., students left Wasson and proceeded to the State Capitol in Denver. At the Capitol, students were given a tour of the building, then visited the legislative chambers. After the session ended, Senators Kay Munson and Kingston Minister talked about issues before the legislature and answered students' questions. During the afternoon, students visited those committee meetings that pertained to their particular topic of research. The students returned to Wasson by 7:00 p.m.

DAY 10 - The day was free for students to continue researching their issues before the state government and local government. The only exception was for those four students who decided to go to the Youth Service Bureau to see the Police Community Relations Division in action.

DAY 11 - Students began to give oral reports of their issues before the State Government.

DAY 12 - Students continued presenting issues before the State Government. Debriefed the State Government section of the block.

DAY 13 - Off

DAY 14 - Off

WEEK #3 - LOCAL GOVERNMENT

DAY 15 - At 9:00 a.m., students began the week on Local Government, meeting at Wasson for a general orientation and to decide which students would do which of the following assignments.

A. Students observing members of the City Council will submit a two to three page paper (typewritten, if possible) giving a biographical and political sketch of the Council member including the following:

1. What particular groups in the City does the Council member feel he represents?
2. What is their business or profession? Does this influence their position on certain issues?
3. Why did they choose to run for the arduous job of Council member when there is no compensation?
4. Should Council members be compensated? Why or why not?
5. What is their vision of the city as it should be in the future (perhaps 10-20 years)?
6. What are the important issues which face the City Council and what are the Council member's position on these issues?
7. A subjective description by the student of how the Council member handles himself in meetings and other observed situations.
8. Any additional information which the student feels is pertinent to understanding the Council member.

(Find out as much as possible from the Public Information Files in in City Hall as well as from the Council member himself.)

B. Students observing the City Manager and the several city departments will submit a two to three page paper (typewritten, if possible) giving a complete but brief description of the functions of the department observed and the duties and personalities of the people within that department. Also include a subjective critique of what goes on in the department; i.e., does it operate efficiently? Is it understaffed? Are there weaknesses in the staffing? Could the City operate as well without the department? And other questions which may occur to the student.

C. Students doing the group project entitled PORTRAIT OF THE CITY will submit a presentation on the topic by Friday of Local Government Week. The media to be used and format for the presentation will be completely optional. However, by Wednesday afternoon of that week, members of this group will give to the teacher a presentation outline telling as completely as possible the media, format and content of the program with a detailed description of which parts of the presentation will be done by which students.

D. Students on the Local Government Research Team will submit one-page reports (typewritten, single spaced) on four or five different pressing issues facing local government in Colorado Springs today. These reports will be due by Thursday afternoon. They will be dittoed and distributed to many of the students for a general debriefing session on Friday.

E. All students will be prepared to share their information and feelings concerning the week during the debriefing sessions on Friday.

Students observing the members of City Council met at City Hall at 1:30 p.m., were introduced to their respective members of Council and proceeded to observe the informal Council meeting for four and one-half hours. Students were instructed to arrange meeting times with the Councilman for a personal interview and, if possible, observe them in their professional functions. The degree of personal involvement depended entirely upon the time and inclination of the Council member. Several students observed their Councilman in his occupational setting. Some were invited to lunch or to dinner at the Councilman's home.

After the Council meeting, students and the instructor met on the front steps of City Hall to discuss the dynamics of decision-making that went on in the informal meeting. Particularly emphasized was the mental and emotional strain after four hours of continuing concentration. Another significant question was why they do it. Also, how did the local decision-makers compare to the state decision-makers?

DAY 16 - Students involved in the observation of the City Council and City Departments met at City Hall at 8:45 a.m. to receive some preliminary instruction and explanation of the formal City Council meeting from the Assistant to the City Manager, Mr. John Covert.

Beginning at 8:30 a.m., the students moved to the City Council Chambers and observed the Formal City Council Meeting in its entirety. Those students assigned to Council members had the privilege to sit on the dais with their members and to observe first-hand the dynamics of decision-making in the formal meeting.

At 4:00 p.m., all of the students in the Seminar met at Wasson to hear Senator Peter Dominick respond to their questions about issues before the Federal Government. Particular issues brought up were land use in Colorado, oil shale development, the energy shortage, and the impact of Watergate on political campaigns in 1974. Senator Dominick requested that a film crew be permitted to film the session. The instructor consented. Undoubtedly the filming had a substantial effect on the students.

DAY 17 - At 8:30 a.m., those students observing the various city departments met at City Hall to meet the department representatives and spend the remainder of the day touring their particular departments and finding out their various functions.

At 4:00 p.m., all the students in the session met with Dr. Fred Sondermann, Member of Council, at Colorado College to question him about Council and his ideas about government. Students also inquired into his reasons for running for Council and how he ran his highly successful campaign in 1973. The session ended by 5:00 p.m.

DAY 18 - Students met at Wasson at 9:00 a.m. to discuss their individual explorations into City Government. The students in the city departments described the functions of each department and the people involved. The students with Councilmen described their particular member and that person's function in the dynamics of Council's decision-making. Those students then participated in a role-playing situation where they were to react to particular issues as their Councilman would react. The research team on issues facing the City then presented several issues with the Council students voting and explaining their vote.

DAY 19 - Students met in small groups to discuss the Local Government study. Students working on the PORTRAIT OF A CITY project were instructed to prepare their materials for presentation to the parents and students of the Seminar at an evening reception.

Students also were asked to analyze the different sections of the Politics and Government Block and define serious weaknesses, give suggestions for improvement and react to a written evaluation form for the Block.

Journals and the remaining written assignments were due at this session.

Throughout the block, students participated in a program of physical conditioning including soccer, distance running and calisthenics. This was intended to instill a sense of group unity and to prepare students for the physical exertions of the Spring blocks.

GROUP 2

WEEK #1 - LAW AND ENFORCEMENT

DAY 1 - DAY 3 - (Same as DAY 1 - DAY 3 for Group 1.)

DAY 4 - Same as DAY 4, Group 1, except that Sgt. Tagert and Lt. Stokes were unable to speak. This weakened the effectiveness of the presentation since those two personalities offered an interesting contrast in types of police officer - a contrast which proved provocative in Group 1 discussions.

DAY 5 - Same as DAY 5, Group 1, except that Mr. Brinton was unable to be with Group 2 because of a sudden illness in the family.

DAY 6 - Off

DAY 7 - Off

WEEK #2 - LOCAL GOVERNMENT

DAY 8 - Same as DAY 15 for Group 1.

DAY 9 - Same as DAY 16 for Group 1.

DAY 10 - Same as DAY 17 for Group 1.

DAY 11 - Same as DAY 18 for Group 1.

DAY 12 - Same as DAY 19 for Group 1 except that Group 2 did not debrief the entire block.

DAY 13 - Off

DAY 14 - Off

WEEK #3 - STATE GOVERNMENT

DAY 15 - Same as DAY 8 for Group 1 except: At 2:30 p.m., Mr. Tom Wiens, from the Peter Dominick Campaign Committee, spoke to the students on the methods of political polling. His visit came as a result of Senator Dominick's talk to the Seminar students. Mr. Wiens contacted the instructor and together they constructed a political poll to determine the attitudes of young people in the Wasson district and how those attitudes compare to the attitudes of the adult, non-school community. The Seminar students were then to give the poll and two Seminar students agreed to make a computer program and tabulate the results of the survey. The results of that survey are appended at the end of the evaluation of the Politics and Government Block (See Appendix I).

DAY 16 - Same as DAY 9 for Group 1.

DAY 17 - The students met at Wasson and debriefed the State Government visit and study. The polling survey was also set up to be conducted during the remainder of this day and on DAY 18. Students were advised how to take a poll without influencing an answer and were told to poll at least thirteen students at Wasson each and at least ten people each outside of Wasson. The results were to be turned in for tabulation on DAY 19.

DAY 18 - Students completed taking the poll of students and the surrounding community's attitudes.

DAY 19 - Students debriefed the entire block. Some central questions which were asked were: How do the individual legislators at the state level compare with those they have observed at the local level and the federal level? Do you trust your government officials at all levels of government? Why or why not? Would you like to get into politics? Where should the primary power of government lay: at the local, state or federal level? Explain.

The political poll results were gathered together and given to the two students who were to tabulate the results.

IV. EVALUATION OF THE POLITICS AND GOVERNMENT BLOCK.

A. Student Evaluation. In addition to the oral debriefing of the Politics and Government Block, students were given the following evaluation form about

the block. (Included are the statistical and anecdotal responses of both groups of students who participated in the block.)

1. Statistical Evaluation. Read the objectives of the Politics and Government Block carefully. Then read through the list of activities which occurred during the block and make the judgments which are asked for. Add any personal comment about particular activities in the space provided below. Please make these judgments honestly and carefully.

ACTIVITY	STUDENT RESPONSE				
	VERY VALUABLE	SOME VALUE	LITTLE VALUE	NO VALUE	DOES NOT APPLY
1. Block Orientation	13	29	3	0	1
2. Presentation by Mr. Bernard Barry	30	17	1	0	0
3. Observation of Police Department	41	1	0	0	7
4. Observations of Court	12	10	1	0	24
5. Honor Court	4	2	0	0	42
6. Police Presentation on Intelligence Bureau	12	26	7	0	4
7. Police Presentation of Community Relations Section (First Group Only)	16	19	3	0	10
8. Observation of Community Relations Organization	9	6	1	0	30
9. Rookie School Observations	5	4	4	0	34
10. Law and Enforcement Debriefing	13	29	3	0	2
11. Session with Mr. Brinton on Structures of State Government (First Group Only)	2	16	7	1	20
12. Meeting with State Legislators at Wasson (First Group Only)	5	18	10	2	15
13. Trip to State Capitol	13	23	11	1	2
14. Observation of Session of General Assembly	11	19	16	2	2
15. Tour of Capitol Building	5	15	18	7	4
16. Observations of Sub-Committee	8	14	9	5	11
17. Trip Home from State Capitol	15	15	8	6	1
18. Debriefing of Trip to State Capitol	11	26	11	0	2
19. Independent Study Projects on State and Federal Topics	20	19	4	1	5
20. Informal Meeting with City Council on Monday Afternoon	7	10	3	0	27
21. Meeting with Assistant of the City Manager, John Covert, on the Council Agenda	5	15	6	0	22
22. Observation of the City Council Formal Meeting	19	11	1	0	18
23. Discussion with Senator Peter Dominick	8	21	13	4	2

ACTIVITY	STUDENT RESPONSE: VERY VALUABLE	SOME VALUE	LITTLE VALUE	NO VALUE	DOES NOT APPLY
24. Observation of City Departments and City Manager	13	1	0	0	35
25. Research of Vital City Issues (First Group Only)	4	15	1	0	28
26. PORTRAIT OF A CITY, Research and Presentation	5	12	1	0	28
27. Discussion with Dr. Fred Sondermann at Colorado College	17	17	3	1	10
28. Block Debriefing	17	29	3	2	0
29. Journal Writing	11	21	13	4	0
30. Formal Written Assignments	13	22	10	3	1
31. Soccer and Conditioning	22	11	0	0	3
32. Wiens Presentation on Polling (Second Group Only)	3	8	2	0	0
33. Taking Political Poll (Second Group Only)	3	4	2	0	0

2. Anecdotal Evaluations. Here, students added written comments about block activities.

1. Block Orientation.

Typical, necessary.
Very important to know what was happening.
All right.
Block orientation is very valuable because it sort of gives you a basis to go on. It's good to go over program goals because it gives you an idea of what you are supposed to do.
I felt Mr. Morris handled it pretty well. His method of choosing a topic works well.
Gave us a good idea of what to expect.
I think it's very valuable to know what is in store for us. It helps to know what is happening.
Needed.
It is not necessary to read every written sheet aloud.
Not much happened.
Interesting and informal.
They are good to inform you of what to expect.
Necessary for background knowledge.
Very valuable so that we know what we are doing.
Didn't give good background on what we'd be doing.
It made the goals of the program very clear and told us what to expect.

2. Presentation by Mr. Bernard Barry.

Knew what he was talking about. Learned more when we talked to him afterwards.
Helpful.

Gave insight to job of police officer.
Not of any real importance. Films were helpful though.
Mr. Barry should have concentrated on one or two topics instead of throwing the whole course of police science at us.
This was very valuable. Enjoyed Mr. Barry. It gave us a little background to go on to observe police department.
Covered at Rookie School.
Was a very interesting and enlightening experience.
Extremely informative and interesting. I learned a lot from him.
Gave good idea about what police work is all about.
Didn't get much out of it but enjoyed talking to Mr. Barry.
He gave us good ideas on how the police had it with the public.
I really liked him. He was one of the few people that were honest with us the whole week.
Very good, informal, and was a great person to talk to.
Really interesting - gave us a good insight into the background of the police.
Good. It was interesting - not essential but it gave us some things to think about.
Was very good and seemed to me a great start to that block.
Very valuable because of his first-hand experience.
It was a good way to get prepared for the police department.

3. Observations of the Police Department.

Value depended on which division you were in.
The first day was neat, the next was a drag.
I found out what actually goes on in the police station.
Good first hand experience and knowledge.
Good - it changed some of my opinions of the police - couldn't believe all the red tape.
Very interesting, educational and would enjoy returning to learn more.
The only thing I really got out of it was the communications.
Really enjoyed it. I thought it re-educated all of us concerning the functions of and personality of the police department.
Better understanding of problems of law enforcement in dealing with public.
Very valuable because we learned a lot about the police department.
It helped me to not feel so uncomfortable around the police.
Fantastic.
Fascinating. I learned a lot about the operation of the police department. My mind was really changed about them for the better.
Great. Educational.
Were very important. Gave chance to see police as men.
Great. I took the tour when I was a girl scout. This time I picked up more things. It's valuable to know how the police department really works in case of future experiences.
Very interesting. I learned a lot about the workings of the police department.
Fantastic. Allowed to work from the inside.
Very, very good.
Learned that police are people too.
Very good. You get a different view than from the outside in.
Some value - might have been better organized.
Many of the departments did not understand who we were or what we were doing. This hurt the miscellaneous groups.
It really changed my opinion of the police.

I have a lot more respect for them. I don't get an uncomfortable feeling when I'm around them.
Was really interesting and informative. It was pretty well organized.
We could realize that they were human.
Good, but maybe get it a little more organized. Some people didn't know where they were supposed to go or how long to stay there.
Gained a new respect.
Totally changed my views of the police department.

4. Observations of Court.

It was interesting to note how the City lawyers will compromise on the severity of a violation.
I got a good idea of how things go in Court.
It seemed very unorganized.
Could have stayed longer.
Let me have a chance I normally wouldn't have had. Very interesting.
Very valuable. I learned a lot. This was the first time I every observed a real court. I've never been exposed to the kind of people I saw there.
Very interesting. Never before had I been in court. I was treated very nicely.
Some value. Good to know procedure.
Boring but informative.
It was interesting but got a little monotonous.
I really liked seeing the judges. Judge Bertagnoli was the best. I really enjoyed watching him work and talking to him.

5. Honor Court.

Great - the best experience I have had.
Very eye-opening and thought-provoking; extremely courageous and realistic people involved.
Really good. I really enjoyed it. Everyone should hear one of their presentations.

6. Police Presentation of Intelligence Bureau.

Good to know something about this.
Almost to the point of no reaction at all.
Great in two ways: he really knew what was going on and sounded like he was enjoying his work. He also believed in police women.
The guy himself was interesting. I kept waiting for a slip up but he never did. He must have had good training.
All detailed work involved and months of searching for a case.
They could have brought it down to our level.
Fair.
No value at all, bad presentation.
Good. It is something I really would like to do someday. It really turned my thoughts to consideration of this type of career.
A bunch of hard heads.
I don't remember.
Rather boring.
There wasn't enough time.
Was of some value in that it was kind of informative. But seemed somewhat vague and didn't give an awful lot of information.

It was very unfortunate that he was cut short. His program suffered because of this.
Too "hush-hush"; there was too much he couldn't tell us because it was top secret.
I wish we could have gone into it in more depth.

7. Community Relations-Police Presentation (First Group Only).

The best of the three - should have spent the whole time talking to him.
Good because few people have ever heard of this.
I never knew about it before. I thought it sounded like a good idea.
Fantastic, I really enjoyed it.
It got me interested.
Was quite interesting but very brief.
Good, I didn't know they were doing something like this. Here is my chance to get involved.
Little value again. Bad organization.
Very interesting, I didn't realize that there was a department like this in Colorado Springs.
Told me that there was such a thing. Got me interested in it and I went and I learned more about it.

8. Observation of Community Relations Organization.

Wish I could have been on it!
Learned more about what was being done. Police do care about what people think of them.
Very good and needed.
Very interesting. So very few people really know what is going on in the Community Relations Division.
I enjoyed learning about it. The people in it are great.
I realize it is a good program and they work very hard.
Impressive people and organization. They are very concerned and dedicated people. Very worthwhile division of Police Department.
I really liked it because we could see what was going on behind the scenes.
Very interesting. Learned a lot about different things policemen are doing to help the community.

9. Rookie School Observations.

Most valuable part of this block.
Kind of neat to get to know the reasons of becoming a policeman. The rookie had a good personality and presented himself well.
I thought this was great! I wish more people could have gone with us.
I really liked the Rookie School. Meeting and getting to know the people behind all of it was really cool.

10. Law and Enforcement Debriefing.

Good to find out what went on with other people.
The microphone is inhibiting.
It was of some value.
Good for all.
Got to know what happened in the other departments.
Needed.

Gives time to state opinions.
It helped me understand what had happened during the week.
Could have been a little longer. Didn't get to present all my feelings.
Good, interesting to hear what other people did.
Very good for putting ideas together.
Rookie School talk was too long and boring.
Didn't really serve much of a purpose but was kind of interesting.
Most interesting debriefing yet.
Absolutely of great value. I enjoyed it very much. The people were helpful and enjoyed us.
Very interested in what the others did during the week and other facets of Law and Enforcement.
Debriefing is always good so we can find out what everybody else did and how they felt.
Was a really good debriefing, possibly the best debriefing period that we have had so far in this program.
Don't use the tape recorder. Don't split the group for debriefing.
Important to the reactions of the group and what others thought.

11. Session with Mr. Brinton on Structures of State Government (First Group Only).

I learned a lot in such a short time - he's a good instructor.
Knew it all before.
Would not have been able to piece everything together in Capitol without it.
It gave me an idea of the structure of the Government.
No value - I didn't understand a word he was saying.
Too structured. Most kids already knew the legislative process.
Not necessary because I already took government from him last semester.
Unnecessary.
Boring.
Boring but necessary.
Third grade level.
Good, gave us background on state legislature, gave us points to look for.
Very valuable, gave me an idea of how government is organized.
Refreshed my memory on the workings of government.
It was of some value.
Brief, informative, good.
Should have been longer.

12. Meeting with the State Legislators at Wasson (First Group Only).

Didn't see much point in it.
It served its purpose but could have been much more valuable if it had been approached with the right attitude.
Not very informative.
Revealing.
Typical politicians.
Wasn't what we expected. They really didn't tell us much about what we wanted to do.
They could have brought it down to our level. Not talked so much about capital punishment.
Didn't like the way it started.
Interesting.
It was a little helpful.

I can't make up my mind about how I feel about this. It was valuable to meet the representatives in State Government.
Let us know what kind of people are running this state.
Could have been a little more organized.
Very valuable. First time I had ever met a State Representative. They're just people; also gave us something to look for. Gave us a little orientation.
Typical politicians. Talked a lot and said nothing.
Our first taste of real politicians.
They didn't seem to say too much but I learned a bit.
Boring, no gain.

13. Trip to State Capitol.

Served its purpose - showed us directly just how the government works on state level, but I think that because there didn't seem to be much going on, too many students thought none of the legislators do anything.
I couldn't believe how apathetic the legislators are. It's amazing they ever get anything done.
Disappointing.
Confusing.
Waste of time, could not obtain needed information on topics.
Would rather have used that day for research on topics - wasted day.
Of no use.
The trip was long and boring.
Really kind of tiring.
A very boring trip. I hardly learned anything about the capitol.
It was a fair trip. I think that I learned more than in the 9th grade, but otherwise it was kind of dull.
It was a good trip.
I'm not sure this was so important. I think we should have spent the time on law and enforcement.
Needs improvement.
Was a waste of time. The whole day could have been shortened to two hours at the most.
Had fun with the people.
Not enough was happening while we were there.
It was fun but a lot of empty time.
This was good in that the schedule wasn't too binding with something planned every minute.
Busy work.
Great, I learned a lot.
I now know the whole process of making a law, from an idea to the finished product.
Very valuable to see State Government in action. It's different than what I expected. I know now that's not my bag.
Very valuable, best of the week.
Good experience to know how the laws are really made.
It was a wonderful experience. I really enjoyed it.
Very interesting and needed.
Should have had more preparation.

14. Observation of Session of General Assembly.

Because there didn't seem to be much going on, students thought that legislators do nothing.
Didn't know what was going on so it was boring.
Disappointing.
Surprised at disorganization of members, relaxed atmosphere; I didn't clearly understand.
Very boring.
Was the typical phrase of fast-talking Washington people. Was terribly fast. Impersonal.
Boring but informative.
No value.
It would have been more interesting if some information on some of the issues they were discussing would have been given to us.
I couldn't believe that none of them were paying much attention. It tends to upset me.
Would have been better if we had a different bill in front of us.
Strange.
It was kind of boring but interesting. I saw interesting people. It was helpful in a way.
Where is the decision making?
Boring, uninformative.
Would have been better if we would have had an agenda so we could have had a little more knowledge.
Very valuable. We are always studying general assembly in what it does but never have seen it in action. It definitely is not as exciting as I imagined.
Learned a lot about the behavior.
I learned how it was run. I don't know if my impressions are good or bad but I realized how it's done now.
Frightening to think on.

15. Tour of Capitol Building.

Pointless, good for fourth graders.
Good way to pass the time but worthless.
Useless.
Toured it in 5th grade.
Reminiscent of 4th grade.
Strange.
It was interesting.
All right.
I have so many tours of the State Capitol before. The guide was only a guide and really couldn't get into any kind of issue with us.
I saw a great waste of tax payers money.
It passed the time.
Very helpful so that I wouldn't get lost.
Okay.
It was good for those who have not been there before.
It was interesting in some places but the lady talked to us like we were little kids.
Wasn't really necessary. Would rather have looked around on our own.

Boring. We did have to know where some parts of the building were but it got a little ridiculous.
This wasn't necessary.
I really enjoyed this because I learned a lot about the Capitol that I didn't know or didn't remember.
Somewhat interesting.
Interesting, but we were treated like infants.
Absolutely no use.

16. Observations of Subcommittee.

Nap time.
It seemed like they didn't know what was going on.
Useless - very disappointing.
The apathy is amazing.
Boring, nobody knew what was going on.
Didn't know what was going on
Very interesting - I believe I enjoyed this more than anything.
Talk about little tiny things. Most of the members don't pay attention.
Wierd.
Boring but interesting. Many interesting people.
Nobody showed for meeting.
Very valuable to see how they are run because it showed what State Legislators do (even if it was boring).
Hilarious. Senators kept falling asleep.
Awful. Nothing accomplished by them or us.
This would have been really good if there had been more going on Tuesday.

17. Bus Trip Home from the Capitol.

I think it was good, but a few people maybe could have had more consideration for the harried bus driver.
There was not any panic at all at the prospect of being stranded when the bus stalled on Monument Hill.
Didn't bother me except it was sort of crowded.
Great! It gave me a chance to get to know people, their feelings. Also to learn some new songs.
I really enjoyed the singing.
Very valuable because we got to be better friends with everyone and really relaxed for a while.
Need more competent bus driver - for that long a trip and that kind of weather.
Tedious but handled well by everyone.
Valuable because of calmness and quickness of handling situation.
Out of sight.
I had a good time.
I love singing on busses; it was kind of strange to get stalled but I don't think no one was too upset.
Different and exciting.
Fun, great to get to know each other.
Fun, I really liked it.

Lot of screaming but we had a good time.
It was necessary.
Very good and educational; but when the bus broke down the problem should have been presented to everybody and not kept secret like it was.
Very valuable, in the midst of a potential crisis everyone helped very well, singing, etc., to keep up morale brought a feeling of togetherness.
The best fun of the whole trip.
Horrible. Took too long.
Uncomfortable.
We played cards and listened to Mr. Morris talk. I really like to listen to him becaus everything he talks about is so interesting.
Had a good discussion about comic books.

18. Debriefing of Trip to State Capitol.

Some value but they did not give us much information so that we could debrief.
Okay.
Interesting.
Good to see what other people thought about the day. Was quite interesting to see that other people had the same views I did.
Pretty good. I found that we all had pretty negative feelings about the trip.
Helpful and needed.
Good.
Learned other opinions.
Was more interesting than the first debriefing.
Not thorough enough. I don't even remember it.
All right. Nothing was really talked about that was important.
Good.
Important to see the bad and good points about it.
Didn't seem like we got too much done. There wasn't enough to talk about because the trip was so boring.

19. Independent Study Projects on State and Federal Topics.

I really got into my topic and learned a lot in the research, but I hope we didn't bore everybody to death in our presentation.
We didn't have enough time to work on it.
Difficult to complete in two days. Information on current topics is hard to find.
Good - I learned a lot about my topic and it helped me to organize my thoughts.
Need more time.
Not enough initial time or preparation.
I think everybody should have stayed to listen to all topics - have breaks.
They had a very valuable purpose. I learned many things by them.
Very good.
Helped me to understand this topic I'm on.
Done with little incentive.

I felt it gave a chance to work close with other people on a subject we found interesting.
Interesting. Possibly a few more like it.
Was a little pressed for time but really put the knowledge out.
Very valuable. My topic was something I've always been interested in but never knew much about it. Project provided motivation.
Worthless.
Liked topic choices. Enjoyed researching on my own.
I was interested, I like to do reports if I have proper information.
It was OK.
Good but too formal.
It was good that we had the responsibility to learn on our own by the obligation to our papers.
Needs improvements. Didn't find out anything new except what I already knew.
Couldn't find much information.

20. Informal Meeting with the City Council.

It helped a lot, gave a chance to observe the members of City Council.
Very valuable. Got to know some things about Council members and see what they do.
Very interesting to find out how the city is run.
Tiring but good.
It was informative but very long.
It would have been more interesting if some information on some of the issues they were discussing would have been given to us.
Pretty interesting.
This was the best way to get a taste of City Council.
Was really revealing as to some of our thoughts of the Council members.
This was really interesting because we could watch the people working and get to know their personailities.

21. Meeting with Assistant to the City Manager, John Covert, on Council Agenda.

Uninformative, perhaps because of Mr. Covert himself.
Helped to know what Council does. Council meeting more interesting.
Okay.
No value, possibly more time was needed.
Put us in the know about City Council.
I'd already gone over it several times.
Was a little dry but set the stage for the meetings.
This was all right, but we needed more information on what we were going to do.
That was good - he explained a little of what was going on.

22. Observation of the City Council Formal Meeting.

Great sitting behind the council members, you really got a feeling of what they do.
Very valuable. Another first for me. Here again it is good to know what goes on in our government.
Gave me a new view of government.
Greatest experience, learned a lot.
I felt it was really great.
Very, very good.

Wish I was in front so I heard what was going on.
It was extremely valuable to get involved. I had a good time.
Good. Got a lot out of it.
Really good. Really let us know what was happening.
I didn't really think they did anything for us until I saw them in action.
It was good if we could get into it.
Interesting to see the personalities of the members and what they do.
Boring, but kind of interesting.
Sitting with the members were far better than being in the audience.
Gives me a great deal of respect for the City Council members.

23. Discussion with Senator Peter Dominick.

Dominick seemed like a big fake. Shouldn't of been publicized.
Bummer - no oral contact. He seemed to be just blasting on nothing.
Okay, too long.
He just said what he wanted to. He didn't seem to answer our questions.
Man-on-the-soapbox campaigning. Convenient time and place for him politically, didn't offer much to us.
Little importance; everybody played up for a presentation that didn't mean anything.
All I kept thinking was how wierd politicians are - it's like they live in another world.
He sure did avoid questions!
Boring. He's a mumble mouth.
I didn't think it was very interesting but it was very valuable.
Good.
That is a Senator?
I was very impressed with Senator Dominick. It's a good experience to meet someone in a high position in the government, however ...
A politician waiting for reelection.
Enabled me to see what a U. S. Senator is really like.
Ugh.
Learned a lot about how a Senator avoids the issues.
He avoided the questions too much.
Very disappointed in the answers of Senator Dominick. Cameramen were more interesting than Senator Dominick. It seemed that he didn't like Senator Kennedy.
All right. It seemed to benefit him more than us. All the cameras and lights were kind of a drag.
No good.
It seemed to be just sort of a publicity meeting for him.
We were unprepared.
Bomb. The guy was a turkey.
I really didn't get much out of it at all.
He was a dunce!
I was glad I got the opportunity to see him. I didn't always agree, but I'm glad I got the chance to see him.
Yuk.
Too bad he avoided every question.

24. Observation of City Departments and City Manager.

Very important.
Put new knowledge in my head.
Found out that they existed.
Loved it. I felt like a little kid again. Everybody wanted to give me things and they were all really friendly. They were very helpful.
I really learned a lot and wished I had more time to see it all.
This was really neat. Maybe have two days instead of one.
Good.

25. Research of Vital City Issues.

Interesting and fun, learned of city's problems and some of the people who are working on solutions.
Good, learned more about the issues than what you can read in the newspaper.
Good.
Helps to understand what is happening in our city.
It was biased totally on personal feelings.

26. PORTRAIT OF A CITY.

We need more instruction as to what information we need.
Very difficult.
Okay.
Gives opportunity to free expression.
Fun in a way. Meet people. See and find out different things.
Groovy.
Started out to be a great idea, now it's a bit tiring. I learned I don't want to do it again.
Met many interesting people. Learned city well and its problems.

27. Discussion with Dr. Fred Sondermann at Colorado College.

He was interesting to listen to. However, he seemed to know more about politics than he let on.
Very valuable - not only did I understand Council better, but I wasn't bored during the learning process.
Great, most interesting man that I have talked to and received many good points from in a long time. He was on our level - could communicate beautifully.
Great! I wish it could've been longer and more detailed. Very knowledgeable and interesting man.
He was the one politician I had any positive reaction to.
Semi-interesting.
It was semi-informative. It was awfully long. It was neat to hear how he went about his campaign.
Didn't know so much work goes on in Council.
I enjoyed it, he was funny and interesting.
Intelligent man. He should try to better himself.
Is very interesting man. He knows a lot about just about everything.
Was very interesting.
If I ever run for an office I would have him as my manager.

Valuable, I like to hear him talk.
Learned about Dr. Sondermann's personality.
I wasn't very impressed. We heard too much about it before we talked to him.
Was good to find out about his campaign and how it was run.
He is great but we were very tired.
Good. It was neat to get to talk to him.
He is a very brilliant man and I'm sure he is doing a lot of good. I would really like having him as a teacher.
A bit boring.
He didn't really cover any important issues.
Good to meet some of these guys.
Nice guy, it was good listening.

28. Block Debriefing.

Valuable for the simple reason that we learned what happened to everyone else.
Interesting. I got to hear about the ideas of the other Council members.
One of the most valuable things.
Pretty good, it gave us a chance to find out how other people feel about topics close to me.
Prefer other debriefings.
Very useful and helpful.
Very good.
Is needed.
It's valuable.
Drag. The leader should control group. Certain persons dominating, which is a bummer.
Sometimes strange - think we should do it as a whole group instead of splitting up.
Important.
Should be very informal.
Important because we all need to know what the others are doing and what they think of it.

29. Journal Writing.

Really starting to be a drag.
It will be interesting to go back and read the entries, but they should not be graded. Personal opinions and thought can and should not be graded.
Discussion is needed!!!
What a pain!
I still hate the required wirting, I can't sympathize with the required English. Can't think of anything to say about days like these.
No value. Real drag. Doesn't do us any good. At least they shouldn't be graded.
It would not be bad if we didn't have to get graded on it. I think you should look them over.
I think block debriefing and formal written assignments can have more meaning and value than those stupid journals.
I realize we need these for our English credit. However, I think that we need more variety in our writing assignments. There must be a better way and I wish someone would think of it.

I think it is unfair to write down feelings and be graded on them. A simple diary is the only thing I would write and it just won't get you the points. My personal feelings were meant to be kept private.
A worthless hassle.
Yuck. Needed though. Grading unnecessary.
I think it's a great idea, I learned a lot writing my thoughts down, I can always look back on it.
Should have to write every day. Don't think they should be graded.
Good if no grading. Makes it hard to put what you really feel.
Good thing to do because in the future you can look back to them and remember what you did at that time.
Pain in the neck but useful in your evaluation of W. E. E. S.
I really don't care for it. It's great when I have something to say. But just isn't very meaningful when its a requirement.
Should not be graded but used only by Morris and Hart to find out what we did and when.
I had a hard time keeping it up. Late hours were spent catching up.
A drag. Would be fun if I didn't have to do it.
Hard to keep up when the block is so boring.
I couldn't write every day. Didn't have something to write everyday.
OK. However, I just found that the teacher who grades mine doesn't like the way I write and I've already written another whole journal in the same manner.
Bad. Don't like it at all.
Should cut the journals down some.
I am getting used to it.
Good. I like writing now.
I like writing it and all but I still find myself wanting to write everything.
Should not be graded grammar wise.
Sometimes needed. Helpful to review in my mind what I learned. Routine by now.

30. Formal Written Assignments.

Good, keeps you in practice.
It is difficult to organize.
Good way to get your points across.
Valuable.
Good, needed, keep them coming.
Even if I don't like to do them, I always benefit from them and learn something new.
Not enough time to complete these.
This is not enough structure to follow.
I need to write them.
Very valuable and should be used as English grade.
Necessary I suppose.
Useful. Gets us to know what we didn't know before.
Needed, I guess.
Too many. I would rather tell what I learned than write it.
I don't like doing them but I think they are necessary.
Evil.

These were all right since they only had to be one or two pages. Any longer would be too hard on writers and graders.
Bad. I can do just as much in debriefing by talking.
Some of them got to be busy work.
Very valuable.
OK if there is proper information. However, oral reports and written assignments are a little much.
I liked doing them. Provided pleasant change.
I guess they were necessary but hard to keep up with.

31. Soccer and Conditioning.

There appear to be definite difficulties developing in inter-group communications which manifested themselves at the soccer game and could result in problems when groups reshuffled. The biggest problem could be when an entire clique (and I use the word hesitantly because I doubt such things exist in a definite sense) is transferred into the midst of a bunch of strange and somewhat hostile fellow students. Something needs to be done to correct the total lack of inter-group communications (except those that already exist on an individual basis) to create a feeling of comeraderie within the entire group rather than isolation within A or B.
I'm really glad Mr. Morris started soccer and conditioning. We need the exercise. It has helped inter-group relations.
Obviously necessary.
People should have a choice of running or exercising. The reason I don't like to come is all the running. The soccer was fun at first then Morris got too serious.
Yea! B, we're great! Didn't enjoy the running, but loved the soccer.
Soccer is valuable. Running our butts off does nothing but make us sore.
Fun sometimes (don't like to run).
I think it's great that we did it - not only is it good for physical well-being but it also served a purpose in drawing the group together. But I think the game with the other group should have been less of a competition thing and more just getting together with friends to have fun. I almost think it divided the two groups to a point that will make it all the more difficult for us to reshuffle in three weeks - a lot of animosity was developed.
Boring after a while but payed off.
It was hard at first, but now it's almost fun.
Conditioning good, but we should keep games within groups. Too much hostility between groups.
Valuable.
I really need a lot of conditioning, it is helpful.
Even though I didn't want to condition I think we really need it. I think we should do it every day.
OK.
It helps us get into condition for when we go packing. At least we will be in better condition when we go.
Good. Several people need it - fun - lets me get to know other people.
I thought it was very valuable. We performed a hard physical task like running together (and suffered together). I'm glad we took the soccer match seriously and wanted to win; of course we did win. Mr. Morris was really great. He was very patient and taught us the basics of good soccer.

It drew us together a little more and was valuable.
Very fun and very necessary.
Hard work but I felt that it was very worthwhile. I had a feeling of a common goal - to beat Mr. Hart's team.
It's a fun way to condition.
Great, brings groups together.
Definitely the most enjoyable part of the block.
It's good for us.
Got boring after awhile.
Was great. Helpful for backpacking.
Great. I really like playing soccer and running and it's a good idea to get into condition.
I love to play soccer.
Super.
Big soccer game was fun - could have played less value on it and made it more fun.
Less soccer, more volleyball, or running, or baseball.

32. Wiens Presentation on Polling (Second Group Only).

He was really well-prepared and presented his material well.
I really liked Tom and he seemed to know what he was talking about.
The guy for polling was kind of interesting.
Better than polling myself. I learned the basics here.
Interesting and we did need to know the "do's" and "don'ts" of polling.
It was interesting because we needed to know it before we tried to do it.

33. Taking Political Poll (Second Group Only).

I learned a lot about polling and why it's done.
Polling was a drag, but I guess it was a good thing to learn.
Not any value for me.
I liked this and I guess I was pretty lucky that I didn't run into any trouble. Everyone was willing to help and that made it easier.
It was good watching the different opinions of people and seeing how they react.

34. Party at Shakey's (First Group Only).

I'm glad we had it, it was fun.
Don't like get-togethers such as that. If it had been a party or even at another place, maybe I would have appreciated it more. No use for it.
Had great time. Relaxed things like this are very valuable so we get to know each other better.
It was really neat, absolutely the high point of the block.
Waste of money. I like action - there wasn't much happening.
I really think it would have been better to have had dinner up in Denver. We were all together as a group and everyone would have been in on it. As it turned out, I had to work and miss out on both soccer game and the party. Even if I hadn't had to work, I did have to leave a little early and didn't hear about the party and as far as I know of, no attempt to contact me was made. Sure, it was just a party, no big deal, but it is nice to join in on the fun part as well as the work!

Highlight of the block for me.
Fun and free food.
Different, I felt on equal footing with everyone.
Valuable.
Good, but make sure everyone is informed.
Fun, I think we should get together more often outside of school.
We should have had more pizzas. Seating plan was a bummer.

B. Teacher Evaluation and Recommendations (Recommendations are Under-Scored). As part of the teacher evaluation procedure, I will comment on the block first in terms of activities and assignments, then in the context of the blocks stated goals.

1. Activities and Assignments.

1. Block Orientation. In addition to outlining the structure of the block, more time should be spent stimulating thought on the nature of government, politics and law. Few students have spent much time thinking about the way their society could be or should be. If they could be stimulated to think in that direction then they could examine the structures of government with some sense of what was right or wrong with what they were observing. Perhaps it would be feasible to devise an exploratory test on student attitudes toward politics, law enforcement and government to be administered during the orientation, to be given also at the end of the block. This might give some concrete idea of what attitudes changed during the block.

2. Presentation by Mr. Bernard Barry. Mr. Barry's presentation was an excellent and popular introduction to law enforcement. The short films he showed and the personal anecdotes caused many students for the first time to consider the very human anxieties which the cop on the job must feel. This introduction should be retained with no change.

3. Observations of Police Department. This was perhaps the most important activity of the block. It drastically revised many attitudes of students from indifference and hostility toward police to a more positive sense of identification with the average cop. See the students' evaluation section for many of these responses.

4. Observations of Court. Although students observing the Court system were not as stimulated by what they saw as the police observers, it is a necessary and important aspect of enforcement that students should see. Students should see both the police aspects of enforcement as well as the judicial aspect rather than being limited to seeing only police or only courts as was the case this time. Perhaps a coordinated program between police and the Municipal Courts could be worked out so that students could first-hand observe the fate of a prisoner from arrest to sentencing and probation.

5. Honor Court. This was an important experience for those few students who saw it. It showed them a side of life generally unknown to them. As one of the students said, more people should have seen it.

6. Police Presentation on Intelligence Bureau (Sgt May). Any stand-up presentation on police work can only offer a vicarious experience for students. But with the impossibility of attaching students to the Intelligence Bureau, the presentation was stimulating.

7. Police Presentation on Community Relations Section (Sgt Tagert). This was a fascinating presentation. It presented a whole new aspect of police work which none of us even knew existed. Sgt. Tagert also represented a new, or at least different, kind of cop; well-educated, articulate; the cop whose primary function is crime prevention through social action. An extremely valuable presentation that, unfortunately, was given only to the first group.

8. Observation of the Community Relations Section. This was particularly good for the first group. Some students chose to do it after hearing Sgt. Tagert. At the end of the week they invited workers from the section in to speak to the rest of the group. This offered the entire group an insight into this form of community action. Unfortunately, in the second group, the students assigned to this section were not able to get as involved since little occurred during their days of observation.

9. Rookie School Observations. This was the most valuable experience of the block for those four students who attended. Because of their unbounded enthusiasm I would very much like to involve many more, if not all of the students, in a similar situation. The value lay in the area of instruction in police procedure, but also in the involvement with the rookies and the police instructors.

10. Law and Enforcement Debriefing. The primary purpose of the debriefing session was to establish a composite picture of the law enforcement structure in this city based on the personal experiences of the various students. Also, the session was intended to get students to react to what they saw and share it with other students. It was a good discussion session and many reactions and experiences were shared. But I doubt that all students could now sit down and relate what the structure of the Police Department and court system are, or what the legal procedure is for dealing with a criminal. This concrete goal should again be kept in mind for next year and more effective steps taken to realize it.

11. Session with Mr. Brinton on Structures of State Government. This was a good introduction to the study of state government even if it may have repeated much of what students learned in 9th grade. I have serious doubts about the effectiveness of the entire unit on state government largely because students cannot remain in Denver close to the Capitol for enough days to effectively understand what is going on. The time might more effectively be spent concentrating on the local arena of politics and government. Consequently, the state-oriented activities will perhaps be eliminated for next year.

12. Meeting with the State Legislators at Wasson (Rep. Herzberger, Kramer and Sen. Jackson). Unfortunately, this session was possible only with the first group. It gave students a first-hand opportunity to inquire into the issues and personalities of the state legislature. For the reasons stated above, this may not be continued next year.

13. Trip to the State Capitol. The primary drawback to this activity was that it repeated something most students had already done earlier in their school career. For such an excursion to be effective, students need to spend several days in and around the Capitol to explore all aspects of the legislative process. I don't feel we have the time or resources to spend this time in the future.

14. Observation of the Session of the General Assembly. This was an extremely confusing thing to watch. Unfortunately students could not explore sufficiently to understand what this process was all about. As a result, their impressions were unjustifiably negative. The observation was not terribly worthwhile.

15. Tour of the Capitol Building. Tour conducted on a very elementary level. Students reacted negatively and it did not really fit into our purpose of understanding the state legislature in action.

16. Observations of Subcommittees. Again, given only one visit, the activity in subcommittees was generally incomprehensible. As a result, reactions were mostly negative.

17. Bus Trip Home from State Capitol. It would seem reasonable that the District would place their most trustworthy busses on long trips where breakdown could be terribly uncomfortable. I would recommend it instead of providing the oldest, most unreliable machines. During our first return trip from Denver, in blizzard conditions, our old bus stalled on Monument Hill. Only the kindness of a passing motorist made it possible for the bus to complete the trip.

18. Debriefing of the Trip to the State Capitol. Students were able to sound off on their complaints about the trip and about the state legislature. Their reactions to both were negative.

19. Independent Study Projects on State and Federal Topics. These were assigned in an effort to get students to focus the structure of government on a particular issue that might interest them. I have no evidence that the assignment accomplished its purpose.

20. Informal Meeting with City Council. I consider this one of the most revealing experiences students were involved in even though their reactions were not very positive. Here, better than anywhere else, students witnessed firsthand the dynamics of council decision-making. They saw the Councilmen in doubt, weighing and persuading. Here, more so than in formal council meetings, students saw how a man in a position of power makes up his mind. It was a central experience to understanding the humanity, politics and government at the local level. Of all government officials they were exposed to, students by far had the most trust and respect for the Councilmen and were thoroughly impressed with their dedication. I would like to see students more directly involved with members of Council for a longer period of time so that they could see decision-making and decision-makers outside of meetings. Perhaps students could spend several days before the informal meeting with their person; perhaps even be of some sort of assistance to the Councilman in his duties. I would like to make the students' role in this local government study more than one of the passive observer. The student also needs more background on issues facing the city government before getting involved in the Council situation.

21. Meeting with the Assistant to the City Manager, John Covert. An introduction and explanation of the formal Council meeting and its agenda is an essential preliminary step. Mr. Covert kindly consented to do this. Perhaps, next time it would be less demanding on him and better for the students if the explanation were done in a classroom by the instructor.

22. Observation of the City Council Formal Meeting. Students were able to watch the Council interact with the public. Fortunately, at the two sessions attended by the students, some very difficult and very heated issues over zoning arose. The meetings were long and involved. The Council asked that the students sit with them on the dais which did much to focus attention on what was happening. Perhaps from that vantage point students were able to understand the emotional stress and strain of making decisions in the public eye.

23. Discussion with Senator Dominick. It was most kind of Senator Dominick to consent to be with us. However, by bringing along a film crew and all their apparatus, he confirmed many students in their cynicism of the "typical politician." I consented to allowing the filming since I left it to the Senator to create whatever impression he wished upon the students. I'm afraid it was mostly negative.

As part of the preparation for this session, students were provided with the Senator's voting record on certain vital issues. After a slow start, students began asking more and more intelligent questions. I gave the Senator the option of asking students questions. He didn't have the time, or perhaps inclination, to do so.

Because Senator Dominick was our only national legislator to respond affirmatively to our requests for speakers, a unit was not developed on the Federal Government and its issues. Fortuantely, out of the session with the Senator, the Seminar developed the political poll which will be discussed later. Next year, we will again sacrifice study of the Federal Government in favor of local government due to available resources.

24. Observations of City Departments and City Managers. Most of those students involved seemed to get a lot out of it. A number expressed the desire to spend more time. Again, as with observations of City Council, I would like to see students become more than just passive observers and perhaps work for a department for several days. It would add unity if those students with departments could help prepare a presentation for City Council being also observed by Seminar students. This would call for a great deal of cooperation from the City Administration.

25. Research of Vital City Issues. Rather than having merely a team of four or five students do the research and gather information, all students involved in observing the City Government should have a basic understanding of issues before they begin their involvement. This could be done in the form of independent research and report, or simply presented by the instructor in the classroom.

26. PORTRAIT OF A CITY, Research and Presentation. A number of students used their independence well on this project and presented some excellent photography displays, film and slide-tape presentations at a reception for

the parents in March. Others did not use their time very productively. Although I was encouraged to see the positive results of this assignment, next time I would try to get more of these students directly involved in government action so perhaps eliminate the option of this assignment. Another possibility would be to have some students focus their creative energies on the local government itself rather than offer such a broad assignment topic. I feel that independent study should definitely have more of a place in the Seminar than was true this year.

27. Discussion With Fred Sondermann at Colorado College. This session offered students an excellent opportunity to explore the personality and career of a citizen who decided to become a local politician. Most students did not take advantage and ask possible questions. He did discuss why he decided to run for Council and his description of how he ran his campaign was most revealing. At this point I am at a loss as to how to better prepare students for this session.

28. Block Debriefing. An attempt was made to record the debriefing session. However, mechanical failures prevented this. Next year, recording these debriefing sessions could be a valuable form of evaluating the block. This focus of the debriefing was to focus on local government and compare what happens there with other levels of government. Next time, the mock City Council session with students playing the role of Council Members should definitely be elaborated and expanded to a major production. Perhaps, the Radio and T. V. Class at Wasson could be called in to video-tape the session and possibly such a session could be done in Council Chambers at night. This would serve a tremendously unifying purpose for the entire study of local government.

29. Journal Writing. An absolutely essential means of feedback from the students to the teacher. Guidelines must be given for journal content, but they should be general; and journals should not be graded on grammatical structure and other form regulations.

30. Formal Written Assignments. These assignments included a two-page job description of a police occupation; a one-page summary of the status of an issue in State Government; a two-page personality sketch of a Councilman or of a City Department or the PORTRAIT OF A CITY. I feel that other forms of expression should be given to students besides writing and that the assignments need to be better integrated into the government studies helping them more to understand what they are seeing rather than a description after the fact of what they saw. Consequently, more previous research into the issues of government should be emphasized.

31. Soccer and Conditioning. This aspect of the block was very successful with one group in developing a sense of unity and spirit. It was not so effective with the second group. Most students reacted positively to conditioning and I feel that we need to develop a more consistent program for the next Seminar.

32. Tom Wiens' Presentation on Political Polling. After his discussion with our students, Senator Dominick sent a member of his campaign staff, Tom Wiens, to cooperate with the instructor in formulating a poll of Wasson student

attitudes on a variety of political issues. Mr. Wiens then gave a presentation to the second group of Seminar students discussing the reasons for political polling, its influence in campaigning, and the techniques of the pollsters. He also informally discussed his experiences in Washington, D. C., as a member of a senatorial staff. Students and the instructor actively asked him many questions and he was quite popular and effective with most students. A few even expressed a desire to be involved in campaigning for the Senator. I considered this polling business to be an effective and important spinoff from the regular Seminar program. Given the tenuousness of the fall election, the attitude of youth in Colorado Springs may be decisive in state and local politics. With the poll, Seminar students were able to make an original and potentially important contribution to the political process. The poll results are available to all who might request them.

33. Taking a Political Poll. This got students into community political action for the only time in the block. This type of activity definitely needs to be expanded in future Politics and Government Blocks.

2. Evaluation of Achievement Related to Block Goals. In this section the instructor will evaluate the block in terms of each program and learner goal and offer recommendations for improvement (underscored).

a. Program Goals: The Politics and Government Experiential Program will:

1. Give students opportunities to actively participate in the political process, including party structures, political campaigning, and governmental processes at the city, county and state level.

The major weakness of this block was the relative lack of active participation of students. Instead, they passively observed the functions of government. These observations included: the City Council and the Department of the City Administration, the State Legislature, the Police and Municipal Court. The students were not exposed to much of the structure or the workings of the local political parties. Nor did they observe government at the county level. However, they did gain some insight into political campaigning with Senator Dominick's discussion, Tom Wiens' presentation and Dr. Sondermann's discussion on his campaign for Council.

The singular exception to the students' passive role was the poll conducted to determine student and community political attitudes. This may prove to be a substantial contribution to the political campaign in 1974 and of some assistance to candidates in determining their campaign strategy.

For the next Seminar, I would recommend focussing more on local politics and government and eliminate the observations and study of the State Government except where it may pertain to local issues. This because the local resources are more available and can use a great deal more time during the block. Also, study of local government should be expanded to include the county level with a serious attempt made to understand the relationship between the county and city administrations. If time permits, students should also be exposed to

the political party structures and processes at the county level and below. But I feel that the governmental structures should take priority over the party structure if a choice for study need be made. I would also recommend that the police and court observations be expanded in time and comprehensiveness if the time of those departments permit. I would like to see more formal instructions in police procedure, perhaps similar to the Rookie School experience of this last Seminar. Again, this would depend on the time and inclination of the police officials.

2. Prepare students, who will be or have recently become of legal voting age, for insertion into the political arena.

I believe the block has successfully shown students the workings of the governmental process particularly at the local level. It is impossible to say if they will now become active participants in the political arena. However, they are now aware of what the process is if they ever choose to participate. The block did not expose students to the structure and process of the political parties at precinct, county and state levels. This, undoubtedly, would be a significant addition to the block if time permits. If the emphasis for the block next year is on more active participation, hopefully this would develop a habit or desire to continue such participation after the block concludes.

b. Learner Goals: In the Politics and Government Block, the student will:

1. Understand political party structures at the city, county and state level.

Because of the emphasis on government and law enforcement in the block, this block did not accomplish this except, perhaps, to an incidental degree. Although it would be valuable to expose students to the operation of poltical parties, I do not feel this goal should have top priority if time limitations demand choices be made.

2. Demonstrate knowledge of the practical workings of party organizations including:
   a. How political goals are achieved.
   b. Who the individuals are who hold power in the party and how these persons use that power.

Students received some insight into the workings of political parties with Senator Dominick's presentation, Tom Wiens' presentation, the political polling and Dr. Sondermann's discussion of his campaign operation.

However, at best, this goal was only partially achieved, again due to the emphasis on government rather than politics. I believe the emphasis should remain the same with the block goals to be changed accordingly.

3. Know the law-making structures at the city, county and state level and how proposals pass through these structures to become law.

The block was highly successful at revealing the process of city government and law-making for those students observing the informal and formal meetings of the City Council. If feasible, this type of exposure should be expanded to include more, if not all, of the Seminar students. Students did not study

county government at all. Students were given substantial exposure to the process of State Government with Mr. Brinton's lecture on the state's governmental structure; the discussions with Representatives Herzberger, Kramer and Munson, and Senators Jackson and Minister at Wasson or at the State Capitol. Students also observed the session of the General Assembly and several subcommittee meetings but I don't think this gave them a clear idea of the governmental process.

For next year, I would recommend expanding the observation of local government to include the county structures and eliminate the goal to study government at the state level. This will bring students to a sharper focus and understanding of local issues rather than spread their attention too superficially over too much subject area.

4. Know the men who hold office at different levels, what their ideas are on different issues and how these men operate in office.

This goal had the highest priority and was the most successfully accomplished. I emphasized this goal because of a firm desire to demonstrate to students that government is a very human process of men constantly struggling to make proper decisions. This was most effectively demonstrated by the observations of the City Council. It was not accomplished at the county level, but at the state level, students met several state legislators. At the federal level, students heard Senator Dominick discuss his beliefs and opinions. In short, students were exposed to many of our society's leaders and hopefully gained some insight into how they behave in office and why they believe the way they do.

I would recommend continuing this type of exposure and the emphasis on the human side of government.

5. Understand the workings of various law-enforcement agencies.

The block successfully showed law enforcement and other police work on the street level and the court system with its marshalls, probation officers and judges. Without doubt, the block reveals law enforcement in a whole new light to many of these students - a much more positive light - because they met the men involved and have more understanding of the strains of law enforcement. This human aspect of police work should be written into the goals for future blocks.

The one weakness of the study on law enforcement lay in lack of definite instruction in the total procedure of criminal justice from crime to conviction. This instruction should be provided next year.

6. Be acquainted with some theories of political control which have influenced the development of American government.

No attempt was made to accomplish this goal for lack of time. I suggest that it be dropped as a goal next year unless more time is available.

7. Formulate a personal philosophy on the role of government in society and their own role in that government.

This is a very important goal since it deals with motivating a student to participate in politics after he has left school. Undoubtedly, some students did consider the questions implied above. But insufficient attempts were made by the teacher to push students to think in these directions. Next year, the instructor should formulate several pertinent questions which will explore the students' attitudes toward government's role and his role in government. The student should be required to answer these questions either in written form or orally.

V. GENERAL COMMENTS AND CONCLUSIONS. Politics and Government represents potentially the most important block in the Seminar simply because it shows students the mechanisms for changing and improving their society. The scope of the block needs to be better focussed if the time period cannot be expanded. Local government, including law enforcement, offers many available resources for study and I would suggest focussing our study in that direction. At this point, the instructor would conclude by commending all of those officials in the Police Department, Municipal Courts, and at the city, state and federal level for their enthusiastic participation. "No" was rarely heard in response to requests for help. Both students and the teacher gained much in understanding and respect for many of those government leaders and officials.

APPENDIX I

POLITICS AND GOVERNMENT

POLITICAL SURVEY
OF
WASSON HIGH SCHOOL STUDENTS
AND THE SURROUNDING COMMUNITY

WEEK OF
MARCH 4-8, 1974

CONDUCTED BY
THE WASSON EXPERIENTIAL EDUCATION SEMINAR

cc

1. What is your age?

15-17	18-25	25-40	Over 40
47.7%	17.5%	16.5%	18.25%

2. What is your ethnic group?

White	Black	Hispano	Other
80%	7.5%	7%	5.5%

3. What is the level of your families income?

0-4999	5000-14,999	15,000-24,999	Over 25,000
8.25%	46.25%	28%	17.5%

4. What is your sex?

Male	Female
47.25%	52.75%

5. What is your parents party?

Democrat	Republican	Other	None
29.75%	40.75%	9.0%	20.5%

6. Are you a student or non-student?

Student	Non-Student
55.5%	44.5%

7. What is your party affiliation?

Democrat	Republican	Other	None
31.75%	31.5%	13.75%	23%

8. Do you approve of the job Richard Nixon is doing?

Approve	Disapprove	No Opinion
25.75%	56.5%	17.75%

9. Should land use be regulated?

Yes	No	No Opinion
77.5%	12.5%	10%

10. At what level of government should it be done?

Answer to Question #9	Federal	State	Local
21%	5%	45%	27%

11. Do you approve of the job City Council is doing?

Approve	Disapprove	No Opinion
44.25%	27.5%	28.25%

12. Do you feel there is a fuel shortage?

Yes	No	No Opinion
38%	43.25%	7.75%

13. Do you approve of capital punishment?

Approve	Disapprove	No Opinion
41.25%	44.75%	15%

14. Do you approve of oil shale development in Colorado?

Approve	Disapprove	No Opinion
53%	39.75%	7.25%

15. Do you approve of the 55 m.p.h. speed limit?

Approve	Disapprove	No Opinion
65.5%	29%	5.5%

16. How do you feel about Colorado Springs' growth?

Too Fast	Too Slow	Proper Rate	No Opinion
75.75%	3.75%	18%	5.5%

17. Do you approve of the job Senator Dominick is doing?

Approve	Disapprove	No Opinion
27.5%	24%	48.5%

18. Do you approve of the job Senator Haskell is doing?

Approve	Disapprove	No Opinion
30.25%	17%	52.75%

19. Has the media been objective in covering Watergate?

Yes	No	No Opinion
40%	51.25%	8.75%

20. Do you have confidence in your present political leaders?

Yes	No	No Opinion
22.75%	58.25%	14%

8. Do you approve of the job Richard Nixon is doing?

Age Group	Approve	Disapprove	No Opinion
15-17	21%	58%	21%
18-25	29%	59%	12%
25-40	27%	52%	21%
Over 40	34%	56%	10%
Family Income Level			
0-4999	21%	67%	12%
5000-14,999	25%	57%	17%
15,000-24,999	27%	59%	14%
25,000	29%	47%	24%
Sex			
Male	24%	63%	13%
Female	27%	50%	23%
Party Affiliation			
Democrat	26%	67%	7%
Republican	33%	40%	27%
Other	20%	58%	22%
None	20%	64%	16%

9. Should land use be regulated?

Age Group	Yes	No	No Opinion
15-17	80%	10%	10%
18-25	73%	17%	10%
25-40	71%	12%	17%
Over 40	80%	15%	5%
Family Income			
0-4999	79%	12%	9%
5000-14,999	57%	15%	10%
15,000-24,999	79%	13%	8%
25,000	83%	7%	10%
Sex			
Male	79%	12%	9%
Female	76%	13%	11%
Party Affiliation			
Democrat	74%	13%	13%
Republican	75%	18%	7%
Other	87%	5%	8%
None	79%	9%	12%

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10. At what level of government should it be done?

Age Group	Answer to #9 Was No.	Federal	State	Local
15-17	18%	5%	46%	31%
18-25	27%	6%	51%	16%
25-40	29%	2%	44%	25%
40-Over	16%	7%	48%	29%
Family Income Level				
0-4999	27%	3%	55%	15%
5000-14,999	23%	6%	40%	31%
15,000-24,999	18%	5%	50%	27%
25,000	17%	4%	57%	22%
Sex				
Male	21%	6%	47%	26%
Female	21%	4%	52%	23%
Party Affiliation				
Democrat	27%	8%	43%	22%
Republican	19%	2%	53%	26%
Other	11%	5%	60%	24%
None	22%	5%	36%	37%

11. Do you approve of the job City Council is doing?

Age Group	Approve	Disapprove	No Opinion
15-17	44%	27%	29%
18-25	31%	36%	33%
25-40	47%	17%	36%
Over 40	55%	30%	15%
Family Income Level			
0-4999	45%	24%	31%
5000-14,999	44%	28%	28%
15,000-24,999	41%	28%	31%
25,000	49%	27%	24%
Sex			
Male	44%	29%	27%
Female	44%	26%	30%
Party Affiliation			
Democrat	51%	28%	21%
Republican	49%	30%	26%
Other	28%	27%	45%
None	43%	24%	33%

12. Do you feel there is a fuel shortage?

Age Group	Yes	No	No Opinion
15-17	42%	50%	8%
18-25	31%	56%	13%
25-40	39%	48%	14%
Over 40	47%	45%	8%
Family Income Level			
0-4999	24%	61%	15%
5000-14,999	39%	50%	11%
15,000-24,999	40%	53%	7%
25,000	51%	40%	9%
Sex			
Male	38%	54%	8%
Female	43%	46%	11%
Party Affiliation			
Democrat	34%	59%	7%
Republican	49%	38%	13%
Other	25%	64%	11%
None	47%	46%	7%

13. Do you approve of capital punishment?

Age Group	Approve	Disapprove	No Opinion
15-17	39%	46%	15%
18-25	36%	44%	20%
25-40	48%	38%	14%
Over 40	45%	42%	13%
Family Income Level			
0-4999	33%	45%	22%
5000-14,999	40%	43%	17%
15,000-24,999	45%	45%	10%
25,000	43%	44%	13%
Sex			
Male	42%	44%	14%
Female	40%	44%	16%
Party Affiliation			
Democrat	40%	41%	19%
Republican	46%	40%	14%
Other	29%	58%	13%
None	43%	43%	14%

14. Do you approve of oil shale development?

Age Group	Approve	Disapprove	No Opinion
15-17	48%	45%	7%
18-25	53%	41%	6%
25-40	59%	33%	8%
Over 40	62%	32%	4%
Family Income Group			
0-4999	45%	52%	3%
5000-14,999	48%	43%	9%
15,000-24,999	63%	32%	5%
25,000	60%	37%	3%
Sex			
Male	56%	35%	8%
Female	51%	46%	3%
Party Affiliation			
Democrat	48%	46%	6%
Republican	66%	26%	8%
Other	51%	42%	7%
None	43%	49%	8%

15. Do you approve of the 55 m.p.h speed limit?

Age Group	Approve	Disapprove	No Opinion
15-17	64%	32%	4%
18-25	63%	33%	4%
25-40	70%	26%	4%
Over 40	68%	21%	11%
Family Income Level			
0-4999	76%	21%	3%
5000-14,999	59%	36%	5%
15,000-24,999	71%	24%	5%
25,000	70%	23%	7%
Sex			
Male	57%	37%	6%
Female	69%	22%	9%
Party Affiliation			
Democrat	59%	33%	8%
Republican	69%	25%	6%
Other	69%	25%	6%
None	67%	28%	5%

16. How do you feel about Colorado Springs' growth?

Age Group	Too Fast	Too Slow	Proper Rate	No Opinion
15-17	82%	4%	11%	3%
18-25	76%	6%	11%	7%
25-40	64%	0%	23%	13%
Over 40	62%	5%	23%	10%
Family Income Group				
0-4999	67%	6%	15%	12%
5000-14,999	76%	2%	16%	6%
15,000-24,999	74%	4%	18%	4%
25,000	77%	6%	13%	4%
Sex				
Male	72%	3%	20%	5%
Female	77%	4%	13%	6%
Party Affiliation				
Democrat	76%	2%	15%	7%
Republican	71%	6%	19%	4%
Other	75%	4%	15%	6%
None	77%	3%	14%	6%

17. Do you approve of the job Senator Dominick is doing?

Age Group	Approve	Disapprove	No Opinion
15-17	23%	23%	54%
18-25	26%	24%	50%
25-40	26%	26%	48%
Over 40	44%	25%	31%
Family Income Level			
0-4999	21%	30%	45%
5000-14,999	25%	22%	53%
15,000-24,999	33%	12%	55%
25,000	26%	29%	45%
Sex			
Male	26%	27%	45%
Female	29%	21%	50%
Party Affiliation			
Democrat	30%	24%	46%
Republican	32%	23%	45%
Other	22%	31%	47%
None	22%	22%	56%

18. Do you approve of the job Senator Haskell is doing?

Age Group	Approve	Disapprove	No Opinion
15-17	27%	20%	53%
18-25	24%	19%	57%
25-40	36%	17%	47%
Over 40	40%	22%	38%
Family Income Level			
0-4999	36%	21%	43%
5000-14,999	31%	18%	51%
15,000-24,999	32%	19%	49%
25,000	21%	24%	55%
Sex			
Male	29%	25%	47%
Female	33%	15%	52%
Party Affiliation			
Democrat	35%	15%	50%
Republican	29%	31%	50%
Other	25%	21%	44%
None	28%	16%	56%

19. Has the media been objective about Watergate?

Age Group	Yes	No	No Opinion
15-17	35%	55%	10%
18-25	41%	53%	6%
25-40	45%	47%	8%
Over 40	48%	44%	8%
Family Income Level			
0-4999	52%	33%	15%
5000-14,999	39%	52%	9%
15,000-24,999	36%	55%	9%
25,000	43%	51%	6%
Sex			
Male	39%	54%	7%
Female	41%	48%	11%
Party Affiliation			
Democrat	45%	46%	9%
Republican	31%	60%	9%
Other	40%	40%	20%
None	40%	52%	8%

20. Do you have confidence in our present political leaders?

Age Group	Yes	No	No Opinion
15-17	33%	62%	5%
18-25	21%	64%	15%
25-40	32%	47%	21%
Over 40	30%	53%	17%
Family Income Level			
0-4999	27%	45%	28%
5000-14,999	25%	61%	14%
15,000-24,999	29%	59%	13%
25,000	34%	57%	19%
Sex			
Male	24%	60%	16%
Female	31%	57%	12%
Party Affiliation			
Democrat	28%	59%	13%
Republican	42%	48%	10%
Other	11%	75%	14%
None	16%	62%	22%

EVALUATION OF
CREATIVE ART EXPRESSIONS

BILL HART, EVALUATOR

I. INTRODUCTION. As stated in the goals, the intent of this Block was basically to provide students with an opportunity to express their individuality and creativity through another media. Ms. Katina Skarda was responsible for the teaching of art skills necessary for this expression. Of the total fifteen days of the Block, Ms. Skarda had release time five of those days. The first ten to twelve days of the block were entirely spent on art, while the last four to five days were spent on a campout to provide students with camping and hiking skills necessary for the blocks that followed. Again, as in most other blocks, itineraries varied from block to block and the changes are indicated below.

II. GOALS FOR BLOCK.

A. Broaden student's concept of art.
B. Expose students to a concept of art and kitch.
C. Sharpen the student's visual perception and awareness.
D. Provide an atmosphere conducive to providing for creative invention and originality.
E. Increase quality of design and execution.
F. Stimulate the skill of craftmanship in shaping and using various material.
G. Create and reinforce self-discipline in a sustained effort.
H. Facilitate and promote the ability to understand and appreciate the art work of others.

III. ITINERARY.

DAY 1 - MONDAY

GROUP A - ACTIVITY: Morning meeting at Cragmoor Christian Reform Church. Introduction to the goals and requirements of Block. Students were asked to keep a sketch book entitled "Time Capsule" of sketches made from the various techniques to be illustrated. Ms. Skarda introduced three drawing techniques of Contour, Continuous Contour and Blend Contour sketching of a still life set up in the center of a circle of tables. Students were given an assignment of two drawings of each technique to reflect their theme of a "Time Capsule." The theme is approached from the standpoint that what if someone found this sketch book one hundred years from now and were to interpret what the sketches represent. Independent study time was provided in the afternoon for students to work on their sketches.

RECOMMENDATIONS FOR CHANGE: The use of the church as a meeting place was only mildly acceptable to the students. The idea of some meeting place other than school is a valid one but an alternative location should be found.

GROUP B - ACTIVITY: Same as above except in afternoon there was a meeting with an Outward Bound River Expert to brief students on the upcoming Yampa experience.

DAY 2 - TUESDAY

GROUP A - ACTIVITY: Independent study time for students to work on sketch books. At 3:15 p.m., a meeting was held in the Art Room at Wasson. Ms. Skarda introduced a new sketching technique, Pointalism.

RECOMMENDATIONS FOR CHANGE: Few students used the morning time to work on sketches. By 3:15 p.m., students were out of it as school was out and somewhat dead. Recommend group work on sketches and earlier meetings.

GROUP B - Same as above.

DAY 3 - WEDNESDAY

GROUP A - ACTIVITY: Independent study time for students to work on their sketch books. At 3:15 p.m., a meeting was held in the Wasson Art Room. Introduction to two more sketching techniques, Cross-Hatch and combination of several others.

RECOMMENDATIONS FOR CHANGE: Same recommendations as DAY 2.

GROUP B - Same as above.

DAY 4 - THURSDAY

GROUP A - ACTIVITY: Meeting at Colorado Springs Fine Arts Center. Observation of Center. No quided tour. Travelled to Colorado College, toured the Art Classes at the College and talked to C. C. Students about their work, plans, etc.

RECOMMENDATIONS FOR CHANGE: Some introductory information about how to tour an art museum would have been helpful to most students. Also, if some C. C. Art Students could lead the tour through the Art Department, it could have been better.

GROUP B - ACTIVITY: Met at Wasson, loaded vans, travelled to Denver Art Museum. Toured the Museum independently. Sack lunch in Denver Park. Travelled to Denver Botanical Gardens. Independent tour there. Stopped at Larimer Square.

RECOMMENDATIONS FOR CHANGE: No recommendations on trip to Denver.

DAY 5 - FRIDAY

GROUP A - ACTIVITY: Met at Wasson, loaded vans, travelled to Denver Art Museum. Independent tour. Sack lunch at Denver Park. Travelled to Larimer Square. Students were asked to employ one of the sketching techniques and draw some of the old architecture at the Square.

RECOMMENDATIONS FOR CHANGE: Not enough time was available for sketching at Larimer Square. It has great potential. Recommend more time for trip.

GROUP B - ACTIVITY: Met at Wasson, loaded vans, travelled to Cripple Creek. Toured the Cripple Creek Museum. Visited the cemetary where students were required to make charcoal rubbings of tombstones. Travelled to Victor where students were required to sketch old mine shafts or buildings at a deserted mine.

RECOMMENDATIONS FOR CHANGE: None

DAY 6 - SATURDAY

GROUP A - Same as DAY 5, Group B.
GROUP B - Off

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DAY 7 - SUNDAY

GROUP A and B - Off

DAY 8 - MONDAY

GROUP A - Off
GROUP B - Same as DAY 4, Group A

DAY 9 - TUESDAY

GROUP A - ACTIVITY: During day one, students were asked to take a black and white photograph of a still life object. Upon receiving their photos, they were to draw and paint, in black and white, the picture on a larger sheet. Technique employed the mixing of colors for shading in preparation of a three dimensional cardboard cutting of the picture.

RECOMMENDATIONS FOR CHANGE: Received some complaints from students about too much free time to work on sketch books. Recommend dropping the amount of sketching time.

GROUP B - ACTIVITY: Students worked independently on a "love" and "hate" project. They were to sketch something they loved and something they hated. Met at Wasson Art Room at 3:15 p.m. for critique and discussion of each other's "Loves and Hates."

DAY 10 - WEDNESDAY

GROUP A - ACTIVITY: Independent study time for work on cardboard cutout of black and white painting to prepare for pressing on wet paper.

GROUP B - ACTIVITY: Using positive and negative space, and using black and white paper, students began working on compositions expressing their feelings about W. E. E. S.

RECOMMENDATIONS FOR CHANGE: It was felt that some of these activities were more of an extension of the classroom than an integrated part of Seminar curriculum. The assignment in Group A was particularly unsuccessful and recommend it be dropped from the Block.

DAY 11 - THURSDAY

GROUP A - ACTIVITY: Continuation of project from DAY 10. Pressing of cardboard model onto wet paper for imprinting.

GROUP B - ACTIVITY: Continuation of project from DAY 10.

RECOMMENDATIONS FOR CHANGE: Few of paintings from Group A were successful. Group B projects worked quite well. Offered a real chance for unique expression.

DAY 12 - FRIDAY

GROUP A - ACTIVITY: Meeting at Wasson, everyone on a bicycle. Travelled to Looart Press for guided tour of plant. Travelled to Monument Park for sack lunch. Students were sent off in groups to twos or threes to make independent sketches: One sketch

of something they "love" and one sketch of something they "hate." Met by Penrose Hospital to discuss the sketches.

RECOMMENDATIONS FOR CHANGE: Looart Press was excellent. Bicycle aspect was good also. Lack of sufficient time prevented a great deal of productivity in "love and hate" sketches. Alternate plan for this project was tried on Group B (see DAY 9, Group B). This worked much better.

GROUP B - ACTIVITY: Meeting at Wasson, everyone on a bicycle. Travelled to Looart Press for guided tour of plant. Travelled to Monument Park for sack lunch. Explanation of afternoon's activities: The first annual W. E. E. S. Happening. Five groups were set up. Each group received chalk and was told to go to a location in the city. At that location they would find a phone booth. They were given the telephone number of another group and five dimes. One group would call another and give a direction, such as "Your group is to go out to the nearest telephone pole and outline its shadow with chalk and return for further instructions. Each group was to think of their own directions and call up another group. A round-robin of directions resulted. It ended with a conference call of all groups designating the end of the Happening.

RECOMMENDATIONS FOR CHANGE: I'm not sure of the educational value of the Happening. Perhaps an abstract form of creativity. If continued it requires more organization and direction from the instructors.

DAY 13 - SATURDAY

GROUP A and GROUP B - Off

DAY 14 - SUNDAY

GROUP A and GROUP B - Off

DAY 15 - MONDAY

GROUP A - ACTIVITY: Met at Wasson all day. Students led discussion of camping and hiking procedures, how to pack a pack, checklist of necessary items, care and use of equipment, food planning and purchase considerations. Plans for upcoming hike to Deer Park. Map identification of route. Cook group assignments.

RECOMMENDATIONS FOR CHANGE: The idea of a student-led discussion on these topics is excellent if a qualified student is available. More communication between student leader and teacher is indicated.

GROUP B - Same.

DAY 16 - TUESDAY

GROUP A - ACTIVITY: Group equipment handed out to cook group leaders. Stoves, tarps, cook kits. Personal gear handed out such as sleeping bags, pack frame, ensolite pad, groundsheet, etc. Group planning and food purchased. Individual prep time allowed for personal gear and packing.

RECOMMENDATIONS FOR CHANGE: Equipment checkout somewhat of a hassle. The Seminar needs a person at the building to help with logistics, bookkeeping, equipment, etc.

GROUP B - Same.

DAY 17 - WEDNESDAY

GROUP A - ACTIVITY: Met at Wasson. Travelled to Stagecoach Road above Helen Hunt Falls. Final briefing. Backpacked into Deer Park and set up camp.

RECOMMENDATIONS FOR CHANGE: Students drove other students to take-off point. Still have doubts about the feasibility of this. Also a night activity around the campfire should be conducted. More instructional.

GROUP B - Same.

DAY 18 - THURSDAY

GROUP A - ACTIVITY: Break down camp, hike to Jones Park, set up new camp. Recreation time. Evening campfire: debriefing of Creative Arts Block on daily basis and discussion of impressions about the Block and about the backpack trip.

RECOMMENDATIONS FOR CHANGE: None. Excellent technique for debriefing.

GROUP B - Same.

DAY 19 - FRIDAY

GROUP A - ACTIVITY: Break down camp at Jones Park. Hike back to starting point. Returned to Colorado Springs.

RECOMMENDATIONS FOR CHANGE: None.

GROUP B - Same.

DAY 20 - SATURDAY

GROUP A and GROUP B - Off

DAY 21 - SUNDAY

GROUP A and GROUP B - Off

IV. EVALUATION OF BLOCK.

A. Students' Evaluation. Due to the nature of the debriefing session around the campfire at Jones Park, a statistical survey of opinion on this Block was not done. In this section, student comments and opinions concerning the Block will be discussed from the debriefing session. In general, student comments seem to indicate that they enjoyed the Block more than they had anticipated. A great deal of

this positive reception was due to the enthusiasm and personality of the Art Instructor, Ms. Katina Skarda. Most students reacted to her with a personable, cooperative attitude.

Most reactions were positive about the trips to Cripple Creek, Denver Art Museum and Fine Arts Center. Some students felt that more time was needed at the Denver Art Museum while others felt there was sufficient time.

The sketch book idea worked out well in the opinion of most students; many expressed a new interest and enjoyment in expressing their thoughts through a new medium. Many students did indicate that there was too much free time to work on sketches and other projects and they admitted they seldom used the time for that purpose. There is some indication that students disliked the late afternoon meetings in the Wasson Art Room. The backpacking experience during the final week of the Block, although not directly related to the art work itself, received much student approval. The student-led discussion on the techniques of backpacking and camping was generally well accepted by the students. As with some of the other blocks, there was some negative reaction to students driving their own vehicles to the hiking starting point. Among the comments included concern over leaving the cars unattended during the outting, and the lack of cooperation in students paying their share of the gas.

B. Parent Anecdotal Response to Block. These anecdotes were received from the Midterm Parent Questionaire. We received only limited response to the questionnaire. These comments are all of those received about this Block.

_____ has developed new interest in this area.
Incomplete, but good.
Discovered a new talent.
Good, fun and valuable for those who never had much art instruction.
So-So. I haven't heard complaints, but neither has there been the excitement as in other blocks. _____ is looking forward to the hike trip tomorrow. Would it be possible to give more choice in type of art? Macrame, sand painting, flower arranging, etc. P. S. _____ just read this and said she enjoyed Creative Art, she just hasn't talked about it as much as some other blocks.
_____ enjoys art, especially when allowed to create at her leisure as the mood moves her.

C. Instructor's Evaluation. If anything else, this experience has proven that art can be a meaningful and important part of an experiential education program. In terms of how well this block has met its desired goals, the following will illustrate.

1. GOAL A: Broaden student's concept of art. The curriculum in this Block does help in broadening a student's awareness of art but not enough variety of art was covered to say the Block completely accomplished this goal. I would recommend that a wider variety of expression be explored with student choices provided in several areas.

2. GOAL B: Expose students to a concept of art and kitch. The various opportunities provided gave students the chance to see art work at its best and worst. I feel that this block has given students a concept of what is artistic and what is not.

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3. GOAL C: Sharpen the student's visual perception and awareness. Several block activities promoted this goal. The art museum tours, the "Love and Hate" exercise, the Cripple Creek trip, the group project of their impressions of program in black and white. Not only did these activities add to the successful completion of this goal, it provided students with a new object of expression.

4. GOAL D: Provide an atmosphere conducive to providing for creative invention and originality. This block did not accomplish this stated goal because of a lack of facilities in the building and restrictions on release time for the cooperating teacher. Many of the student projects did not allow the ultimate in originality since many activities were extentions of the regular art class work.

5. GOAL E: Increase quality of design and execution. Due to the length of the Block, there was not enough time for follow-up on individual work. Many students personally felt they did develop over the period of the Block, but there was little time for the instructor's input in this direction.

6. GOAL F: Stimulate the skill of craftmanship in shaping and using various materials. Students were limited in this area due to the position of the Seminar in the school's art program. Although the Art Department was cooperative, the Seminar students were limited in the scope of their projects because of the financial situation of the Department. There was little variety in the use of materials and as a result the accomplishment of this goal.

7. GOAL G: Create and reinforce self-discipline in a sustained effort. The students reacted quite favorably to this goal. This was especially noticeable in the group projects. It was reinforced in the backpacking experience.

8. GOAL H: Facilitate and promote the ability to understand and appreciate the art work of others. During the course of the Block, it was evident that students became more understanding and cooperative in response to each other's work. There was time provided for students to react to each other's work and although many students were reluctant at first, they soon became willing to discuss their work.

In summary, it would appear that the Block was successful in many of the stated goals but quite unsuccessful in others. In analyzing these results, several factors have contributed to this summary. As I have stated previously, the Art Department has been cooperative; however, in order to accomplish a project such as this, it takes a belief on the part of the Department that experiential education is a valuable, worthwhile experience. To this end it takes a genuine interest and dedication to accomplish the project with the goals of the total program in mind. If the attitude of the Department is one of indifference, or the Seminar appears to adversely affect the functioning of the Department, then its contribution will be minimized. It also is necessary for the students in the Seminar to have access to departmental equipment in the same manner as students in art classes under the present schedule. With limitations such as these, the benefits of this experience for Seminar students is, at best, difficult to acquire. In general, it appears that there needs to be a more genuine spirit of cooperation between the Art Department and the Seminar staff. If this is unattainable, I would recommend that this Block be replaced and that art is to be worked in, as a method of expression, into other Seminar activities. I do not want to leave any doubts about my feeling that the Creative Art Block has been good and its potential can be outstanding.

EVALUATION OF
THE INDIANS OF THE SOUTHWEST BLOCK

JOHN MORRIS, EVALUATOR

I. INTRODUCTION. The four corners region and the Upper Rio Grande River Valley offer golden opportunities to observe first-hand the remnants of ancient Indian civilizations and also to observe present southwestern Indian societies. The stated intention of this block was to expose students to these different Indian cultures, past and present. As with the other blocks, this was run twice with twenty-nine students in each block. The highlight of the block was an eight-day trip to the Navajo and Pueblo Indian Reservations and Mesa Verde and Bandelier National Monuments. This trip included the instructor and four adult drivers in addition to the students.

II. OBJECTIVES.

A. Program Objectives. The Indian Cultures Block will:

1. Coordinate classroom exposure to the Pueblo, Navajo and Apache cultures of the Southwest through printed and audio-visual media, with direct exposure to the environments of these past and present Indian cultures.

B. Learner Objectives. The student in the Indian Cultures Block will:

1. Demonstrate a specific knowledge of the historical and archaeological background of the Apache, Navajo and Pueblo cultures in the Southwest.

2. Demonstrate an understanding of the current religious, political and economic practices of the Navajo, Pueblo and Apache cultures.

3. Acquire an understanding of anthropological and archaeological techniques and apply those techniques in searching for answers to the past of ancient southwestern Indian cultures.

4. Demonstrate an understanding of the impact of Spanish and Anglo-Saxon cultures on the Indian community and point out specific areas where these cultures have clashed or assimilated in the Southwest.

5. Arrive at some personal conclusions and theories on the future of these cultures in American society and provide evidence for their conclusions.

6. Understand how the environment affects the cultural development of different groups of people and how they respond to their environment.

7. Behave responsibly in situations where he will have a high degree of independence in an alien cluture.

III. ITINERARY OF ACTIVITIES AND ASSIGNMENTS. The second session of the Indian Block contained a number of revisions from the first. To avoid confusion, the itinerary will be given for the second session only since it reflects the improvements made after earlier mistakes.

DAY 1 - Students met at Wasson at 9:45 a.m. for Block Orientation. A brief introduction to the block was given, then the following assignments were made for both social studies and literature.

INDIANS OF THE SOUTHWEST
ASSIGNMENT SHEET FOR SOCIAL STUDIES

1. Keep a daily journal of your experiences in this block.

2. Keep a binder notebook which should include all materials distributed to you as well as all field notes. You will take these on the trip. Take notes on all lectures and field experiences. Also keep the study questions and answers in this notebook.

3. Geography of the Southwest map. (See Appendix I-A located at the end of the block evaluation.)

4. Read: Tom Bahti's SOUTHWEST INDIAN TRIBES and SOUTHWESTERN INDIAN CEREMONIALS. Do the study questions provided. (See Appendices I-B and I-C.)

5. Independent Study Projects: To be given at the appropriate locations on the trip. Below are the locations where we will be. The subheadings are simply <u>suggested</u> areas or topics for that location.

   a. Mesa Verde.
      1. Background on the Anasazi.
      2. Mesa Verde Architecture.
      3. Mesa Verde pottery and cultural artifacts.
      4. Background of Mesa Verde Park.

   b. Canyon de Chelly.
      1. Prehistoric Athabascans.
      2. Navajo-Anglo Relations.
      3. Navajos and the Long Walk.
      4. Modern Navajo Tribal Structures and the Navajo Tribal Council.
      5. Modern problems of the Navajo.
         a. Health care.
         b. Education.
         c. Development of natural resources.
         d. Development of cultural unity.
      6. Navajo arts and crafts, past and present.
      7. History of Canyon de Chelly.
      8. Navajo religion and world views.

   c. Hopis.
      1. Hopi religion and world view.
      2. Modern problems of the Hopi.

   d. Acoma and the Western Pueblos.
      1. Pueblo Revolt of 1680.
      2. Acoman religious beliefs.
      3. History of the Acoma Pueblo.
      4. History of the Zuni Pueblo.

   e. Canyon de Los Frijoles.
      1. Adolf F. Bandelier.
      2. THE DELIGHTMAKERS.
      3. Canyon de Los Frijoles and Tyounyi.
      4. Eastern Pueblos.

6. During the last two days of the block, you will be exhaustively tested over all of the material covered during the block. The test will be open note. (See Appendix II.)

ASSIGNMENT SHEET
FOR LITERATURE

GOALS:

This assignment is designed to accomplish the following goals:

1. To relate the reading of fiction, historical fiction and nonfiction to a cultural, geographical and historical background.
2. To analyze a piece of literature for its form, style, tone and philosophy in order to gain a dominant impression.
3. To utilize the reading, study or analysis of a work as a model or springboard for student writing.

ASSIGNMENTS:

After reading several samples of Indian poetry, given as either assignments or supplements, listening to the lecture and discussions of Indian poetry elements, attitudes, themes and world views, receiving instruction in literary analysis, and reading one selection from the reading list, do one of the following from "A" and one from "B".

A. Poetry.

1. Compose cinquains using the style and attitude of the Southwestern American Indian.
2. Compose a dramatic monologue for an Indian father mourning his lost son.
3. In free verse, compose the surrender statement of Geronimo.
4. Write two verse poems (structure of your choice) which illustrate the contrasting Pueblo and Apache-Navajo world views.
5. Write a poem giving life, soul, or godliness to an object as an Indian would.

B. Creative Prose.

1. Compose a short story. To do so, choose a setting and employ the anthropological, archaeological, or historical detail as a foundation.
2. Use the theme of culture collision as in House Made of Dawn, When the Legends Die or Far From Cibola and relate that theme through a long narrative poem, short story, or one act play.
3. Through descriptive narration paint a portrait of a locale. Use either Morgan or Cather as a model.
4. Write the ol' western style story a la "Gunsmoke". Locate it in the Southwest instead of a Kansas cowtown.
5. Compare the stories A Distant Trumpet and On the Border with Crook.
6. Create a modern story in a southwestern location.

After the assignments were distributed, Sue Boyd, Student Teacher, spent some time explaining the fundamentals of Indian poetry and the methods for constructing poems based on Indian models.

At 1:00 p.m., students met with Sue Boyd again and she talked about and showed slides on the biological environment of the Southwest.

At 2:00 p.m., Mr. Harry Zimbrick discussed and showed slides of the geological structures of the Southwest. These two presentations were an effort to make students acquainted with the environments on the trip.

DAY 2 - There was no established meetings for this day. Instead students were instructed to work on their maps of the Southwest (see Appendix I-A) to be completed by DAY 3 at 9:00 a.m. They were also to begin to read the assigned books and study questions.

DAY 3 - Maps were collected. Students met at the Taylor Museum of the Fine Arts Center at 4:00 p.m. to hear Mr. Earl Bowers discuss the arts and crafts of the Southwest using the excellent displays of southwestern Indian materials at the Museum.

DAY 4 - Students met at Wasson at 7:50 a.m. for a presentation by Mr. Kent Hill on the techniques of archaeology. From 10:00 a.m. until noon, students went to the old city dump near Hancock Street and conducted an archaeology dig using the techniques described earlier by Mr. Hill. With the conclusion of the dig, students returned to Wasson and there began to analyze their "artifacts" found at the dump and made some theories about the civilization which they found buried there, assuming that today was five hundred years in the future. At 3:30 p.m., Mr. Bowers spoke to the students on the archaeological history of the Southwest also showing a number of slides that included areas to be visited on the upcoming trip.

DAY 5 - At 10:00 a.m., those students who needed equipment checked it out at Wasson. During the day, students were to bring in the study question assignments to be checked by the instructor. They were also to have selected their field report and have at least partially researched the material.

DAY 6 - Off

DAY 7 - Off

DAY 8 - Students met at Wasson at 7:00 a.m. to depart for Mesa Verde. Prior to leaving, they were told by the instructor about a number of books on the Southwest which would be carried in one of the vehicles. The group departed for Mesa Verde at 8:00 a.m. and arrived at Mesa Verde around 5:00 p.m., making stops in Alamosa for lunch and Durango for supplies. That evening around the campfire, a student spoke about the Teachings of Don Juan which led to a discussion on the role of drugs in religion and to the use of drugs in general.

DAY 9 - Students toured the Mesa Verde Museum beginning about 9:00 a.m. They were shown a film depicting the life of the Anasazi at Mesa Verde. Students then toured the Spruce Tree House Ruin led by a Park Ranger. After lunch, students then made a tour of several sites along the Ruins Road. They were instructed to sketch each of the ruins sites in their field notebook. Those sites reflected the development of Anasazi architecture from Basketmaker

through Pueblo III periods. After making this tour, students then toured the Cliff Palace site before returning to camp. That evening around the campfire, one student gave a resume of theories on why the Anasazi left Mesa Verde. Some discussion occurred concerning the civilization contemporary to Mesa Verde at Chaco Canyon.

DAY 10 - The group broke camp and left Mesa Verde by 9:00 a.m. The caravan drove to Aztec Ruins National Monument and there toured the ruins which reflected the distinct differences between the architecture of the Chaco and Mesa Verde civilizations. The particular highlights included the museum at Aztec and the restored Great Kiva, indicative of Chaco civilization.

The group drove on to the campground of Canyon de Chelly National Monument outside of Chinle, Arizona. At the campfire that evening students gave reports on Navajo witchcraft, the Long Walk of the Navajo, Navajo weaving and jewelry. The students were given the following choices of activities for the following day: a solo on the rim of the canyon; observation of schools in Chinle; a hike to the White House Ruins at the bottom of the canyon; a trip to the Hopi Mesas, 100 miles to the west. About one-half of the students chose to experience the solo. The rest were distributed among the other three choices.

DAY 11 - Before sunrise, students rose and went to the rim of Canyon de Chelly at White House overlook to watch the sunrise. After returning to camp, students went into groups for their separate activities. Under the supervision of an adult, twelve students spent the afternoon alone along the rim of the Canyon for purposes of thought and reading if they desired. Six others, also under supervision, walked to the White House Ruins on the Canyon floor. Seven students and the instructor drove to the First and Second Hopi Mesas. They walked through the villages of Hano, Sichomovi and Walpi. Then they drove back to Chinle, making a short stop at Hubbell's Trading Post in Ganado. The fourth group of four students toured the B. I. A. high school in Chinle.

That evening around the campfire, students reported on Navajo education, the Navajo police in Chinle, the Anasazi who were in the Canyon, Hopi Ceremonialism, Hopi Kachinas and the Hopi Creation Myth. Students also discussed what they had done during the day.

DAY 12 - Students broke camp by 9:00 a.m. and drove to Hubbell's Trading Post in Ganado, Arizona. There, students toured the Hubbell household and examined first-hand a number of Navajo arts and crafts. They watched Navajo women in the process of weaving and were given some instruction in the varieties of Navajo weaving. The group drove on to Window Rock, Arizona, and there met with Mr. Tommie Anderson, Staff Assistant to the Navajo Tribal Chairman, for a discussion of modern Navajo problems and beliefs. After resupplying with food, the group drove on to the campground at El Morro National Monument for the night. There was no campfire discussion so a number of students under the supervision of three adults returned to Gallup to observe life in that town on a Friday night.

DAY 13 - The group broke camp and drove to the Sky City of Acoma Pueblo and took a paid tour through the Pueblo. Students observed the Pueblo including

the Church, examples of Acoma Pottery, and the living conditions of the inhabitants. The group then drove on to Santa Fe. After resupplying with food, the caravan proceeded to the Ponderosa Campground of Bandelier National Monument and established camp.

At the evening campfire, students presented the following topics: Snaketown, the Zuni Shalako Ceremony, Zuni jewelry, Indian humor, Indian alienation, and the ceremonials of Rio Grande Pueblos. Several of the topics stimulated a good deal of observation and discussion from other students.

DAY 14 - Some students chose to go to Church in Santa Fe in the morning. The rest of the students and the instructor went to the Bandelier Visitor's Center and there saw a film on the ruins at Bandelier. The group then toured the Frijoles Canyon Ruins including Tyounyi and the Ceremonial Cave. While at the Ceremonial Cave, a student gave a presentation on Adolf F. Bandelier and his novel about Frijoles Canyon, THE DELIGHTMAKERS.

At 2:00 p.m., all students met at the State Museum in Santa Fe. After touring the Museum, students talked with Mrs. Didi Snow, archaeologist, who discussed the work currently being done in the back rooms of the Palace. She pointed out the things being found with some guesses as to their archaeological significance.

After leaving the Governor's Palace, many students proceeded to Swenson's Ice Cream Parlor and then returned to the Bandelier campground.

DAY 15 - After breaking camp, those students who needed yet to see Frijoles Canyon went on the same tour and had the same presentation as those on the day previously. Those who had already seen the ruins proceeded into Santa Fe for a morning of wandering about the downtown area and browsing through shops and museums. The two groups met at the intersection of N. M. 68 and N. M. 4 around 1:00 p.m. and then drove to Colorado Springs via Taos, Fort Garland and Walsenburg.

DAY 16 - Off.

DAY 17 - Off.

DAY 18 - Students met at Wasson at 10:00 a.m. for block testing and debriefing. They were given a test to be completed on their own time by 3:00 p.m. of DAY 19. (See Appendix II - Block Test.) They were also given a student evaluation form to be completed by the same time. The group was then subdivided into small groups of no more than six students. These students were assigned a time in the afternoon of DAY 18 or during DAY 19 to meet at the Taylor Museum. There, each student was to select one topic concerning Indians on which to talk and be questioned. From this starting point, students would also be asked to orally evaluate the living experience of being with 34 people for 8 days. Two basic questions were involved in the debriefing: What personal influence, if any, did the study of the Indians have on the student? How did the intense living experience of an eight-day trip affect the student?

In the afternoon, two one and one-half hour small group sessions were held at the Taylor Museum, using its displays when possible. Students spoke on a variety of topics including Hopi and Navajo religious, pottery, rugs, Zuni

Shalako Ceremonies and jewelry. If the condition of the instructor warranted it, the group moved to Rastall Center, Colorado College, for needed cups of coffee.

Students checked in equipment immediately after the morning session.

DAY 19 - The small group debriefing sessions continued, one in the morning and two in the afternoon. Tests, papers and journals were collected by 3:00 p.m.

IV. EVALUATION OF THE INDIANS OF THE SOUTHWEST BLOCK. Below is compiled the written material evaluating the block. The instructor also received a substantial amount of verbal evaluation at informal moments and in the small group debriefing sessions. If the sentiments of these oral comments are not contained in the student's written evaluations, the instructor will try to include them in his comments.

A. Student Evaluation. The students were given the following instructions for a written evaluation:

INDIANS OF THE SOUTHWEST EVALUATION

This evaluation is a little different from the ones you have had up to this point. A value rating is only significant when in relation to something, so we would like you to evaluate this block in relation to its specific objectives. Following are the objectives as they are written in your journal and the W. E. E. S. handbook. After reading them carefully, go through the list of experiences and on a scale from 1 to 5 rate each experience according to how well you think it accomplished one or more of the objectives - 1 is the highest rating, 5 the lowest. Below each experience there is room for your comment - what objectives did this experience accomplish? Did you think it was worthwhile? Did you enjoy it? And most important of all, if it was not worthwhile, what might you suggest as an alternative?

OBJECTIVES

A. Program Objectives: The Indian Culture Block will:

1. Coordinate classroom exposure to the Pueblo, Navajo and Apache cultures of the Southwest through printed and audio-visual media, with direct exposure to the environments of these past and present Indian cultures.

B. Learner Objectives: The student in the Indian Cultures Block will:

1. Demonstrate a specific knowledge of the historical and archaeological background of the Apache, Navajo and Pueblo cultures in the Southwest.
2. Demonstrate an understanding of the current religious, political and economic practices of the Navajo, Pueblo and Apache cultures.
3. Acquire an understanding of anthropological and archaeological techniques and apply those techniques in searching for answers to the past of ancient southwestern Indian cultures.
4. Demonstrate an understanding of the impact of Spanish and Anglo-Saxon cultures on the Indian community and point out specific areas where these cultures have clashed or assimilated in the Southwest.

5. Arrive at some personal conclusions and theories on the future of these cultures in American Society and provide evidence for their conclusions.
6. Understand how the environment affects the cultural development of different groups of people and how they respond to their environment.
7. Behave responsibly in situations where he will have a high degree of independence in an alien culture.

The following were the students' responses. (The numbers to the left represent the average response of the students to the effectiveness of that experience in achieving the stated goals. The comments below the headings are a compilation of all student comments concerning that experience.)

PRE-TRIP EXPERIENCES

2 1. Map of the Southwest.

This should include only those places which will be visited. Also include rivers and mountains and other geographical features. This is a good idea to give the travelers an idea about where they are going.
It was a drag doing it but it did help to know where you were at during the trip.
I really hated this stupid map but after I had done it, I felt that I knew where everything that I had to put on it was. I felt, after I had done it, that it was very valuable to this trip.
Too many places to record that had nothing to do with where we went.
The map was a good thing to do before the trip. It got you familiar with what is down there and where you will be going. It is a lot better to make a map of your own than studying an already existing one. You seem to get more out of it.
It took a lot of work to compile it altogether, but it was worth it because it showed everyone where we were going to be. Also, it helped me in becoming prepared for the trip. It showed where all the different places would be when we were there in them.
Surprisingly, I had a lot of fun making the map. I also learned the different towns, rivers and mountains.
Enlarged knowledge of where in the States we were located.
I thought the maps were worthwhile. It would maybe have been more worthwhile to make a map and put in the places as we got there. They would have stayed in your mind.
Although archaeological and cultural impressions are very important, I felt better having at least a vague idea of where I was, it was worth it.

3 2. Sue Boyd on Biology of the Southwest.

Because of the assignments we were given, this talk was important, the assignments were also useful, to learn to write better.
More emphasis on field experience and less of this.
She seemed terribly nervous or scared of us, otherwise it was good.
Personally, I didn't remember much of what she said.
Not necessary, we didn't sit in the vans and say: "Look! There's a sage bush!" In the parks where you had time to see and look, they had signs telling the plants.

Sue gave us some insight of what we should expect while we were travelling through there. She showed us the different types of plant life and the different types of animal life.
I would have been more interested in this if it would have been done while we were there. I didn't remember hardly anything she said when I was there. I think it would have been really good if it had been at a different time.
I knew most of what she talked about before and it was a little rushed.
This lecture was very good. I kept my eyes open for this type of biology and I noticed it very much. It really didn't pertain to Indians except for understanding how they lived.
It was okay, but half of the things we never saw during the trip.

2 3. Mr. Zimbrick on Geology of the Southwest.

Missed the part.
I was already noticing geology anyway after the field science block, but it was a good refresher course.
I can't remember hardly anything he said.
He showed by visual aids how canyons were carved out by different types of weathering and uplifting throughout the ages. I already had taken the course but it was good to have a refresher course.
Being interested in geology, I was interested. I don't feel many of the other kids were.
Good, because of our time spent on geology, I recognized many things.
Really interesting.
Good pre-experience material.
I really enjoyed it. My evaluation of this may be one-sided, because I enjoy geology, but to anyone, geology is very significant in the Southwest.

2 4. Reading of SOUTHWESTERN INDIAN TRIBES.

It gave me a better understanding of historical and cultural background of the Southwest. It was useful!
A necessary evil.
Interesting.
Helped in personal understanding of the tribes.
It helped an awful lot in seeing the Indians as they are.
Both No. 4 and 5 books were good because they gave the culture of the Indian, and their ceremonials and their myths. These beliefs show how they center their children's lives around by the dances and everything else.
It was a good way to be introduced to the different tribes. I don't think I would have learned as much down there about tribes if I hadn't been introduced to them first through the book.
Good introduction to the Indians.
This ought to be a prerequisite for this trip. The information was accurate and up to date. This I felt was an interesting book.
It was OK, but it seemed like the history of most of the tribes were about the same (1680 revolt, etc.).

2 5. Reading of SOUTHWESTERN INDIAN CEREMONIALS.

This was a lot more interesting than the tribe book because each tribe has separate beliefs and ceremonies.
Same as No 4. It helped me to understand ceremonies and their feelings of living.
Good introduction to the Indians.
It would have been more interesting if it had been possible to see an Indian ceremony.
Helped in personal understanding of the tribes.
Interesting!
A necessary evil ...
Gave a better understanding of Historical and Cultural background of the Southwest!!! It was useful, again.

2 6. Mr. Bowers on Arts and Crafts of the Southwest.

Myself, I couldn't get into it. But if I could have, it would have been great!
Good to talk to someone with so much knowledge on the pertinent subject.
Really neat - sorta long.
Effective - could have been a little less wordy.
Mr. Bowers was interesting and knew his stuff. Good job.
He was able to show us and help me see what the different types of pottery that were made and be able to tell each type apart from other tribes and fakes. Also, the different types of crafts each village has and tell whether they are real or not.
It was a good way to be introduced to the arts and crafts but I learned a lot more down there when I could see them in their own environment instead of a display case.
Very valuable but was very deep and hard to understand. He had so much information that it was hard for me to take notes on everything.
He was very good on knowing what he was talking about plus being able to see the things he was talking about was great.

2 7. Mr. Hill on Techniques of Archaeology.

He was quite impressive. I got quite a few notes from him.
This was great! I am very interested in this topic so it was fun yet I learned a lot.
Good, because I didn't know anything about it.
Learning about the techniques was really interesting. The reason I liked it most was because it was new to me.
It was OK, but not that interesting. He wasn't a real archaeologist but he did as good as he could and plus I really wasn't that interested in it.
I enjoyed going out and applying the technique.
Helps us understand just how much trouble they go through.
He tried to be too funny, and nobody laughed at his jokes.
A good teacher - no improvement needed.
I think it was fun and interesting. The dump really made us use our imaginations.

3 8. Archaeology Dig at City Dump.

I wish there was a better place, but the dump was OK.
Make the weather good next time!
Not very good. People weren't enthused enough. Didn't take proper care at the digging.
The dig was okay, but I guess that it showed how they would go about it. But I sure wouldn't want to make that my way of life.
I didn't get anything out of it. I think the lecture itself would have been sufficient.
Gave me the feeling of a real archaeologist.
I would have rather participated in real dig but it was all we had so I guess it was okay.
I felt this could have been better. It was just that people heard the word dump and immediately figured it was just garbage.

2 9. Mr. Bowers on Archaeology of the Southwest.

It lasted too long. Too much repetition.
Wasn't there for the first part.
Can't even remember this, so it must not have made an impression.
I missed it.
He's got a lot to say, now if we can only take it all in.

2 10. Sue Boyd on Indian Poetry.

I enjoyed it, writing is important and this is a good way to do it.
Helpful for assignments.
Sort a sketchy or vague.
I now understand their meanings. Also, I feel that their poetry is beautiful and clear.
Too much like a regular classroom situation.
It was okay for she showed us what the poetry was based on and she helped in showing how to write something up for the English part of the credit.
She gave us some things to look for while we were down there. It made you aware of how Indians think. It was a good thing to have before the trip so you could think about it when you were down there.
She didn't have enough time and the kids weren't very cooperative at that time of the day.
I'm not that much into English so it was okay.

TRIP EXPERIENCES

2 1. Visit to Museum at Mesa Verde.

We got a lot of information from their displays.
Good start on information.
It was okay for it showed the different stages of the Indians over the years. I guess that this part was all right.
A good museum ... interesting displays.
I was amazed at the progression of these people.
Great!
Helpful for reports ... interesting.
To accomplish our objective, it was good. 93

1 2. Visit to Ruin Sites in Mesa Verde.

It was more interesting than I thought.
Great!
I enjoyed seeing their past homes. Learning how they lived, and being able to see and touch them made it all more realistic.
Saw a deer.
This part of the tour or visit to ruins didn't really impress me. I guess that it was much bigger in my mind and when I saw it, it was much smaller. So this was mainly my part of the letdown. But it was still very good and interesting.
Good to see first hand.
The sites on ruins road taught me more than the others but I enjoyed them all.
I thought it was kind of a letdown because all the post cards seemed to make it seem really big but with short people it was a lot smaller.

2 3. Mesa Verde Debriefing Session Around Campfire.

I gave my report that night. It was OK for the first discussion.
This was good but was slightly uncoordinated. Maybe because it was the first one.
Learned from the people about beliefs on superstition, etc.
The debriefing sessions were really good. It gave everyone a chance to express their feelings and share their knowledge. I learned a lot from the debriefing sessions.
That was all right for everyone was able to express their feelings toward the visit to Mesa Verde.
I enjoyed sitting around the campfire. Much less formal and enjoyable. Great way to have class.
Effective. But I do think that more people than the "elite" group should have been allowed to express feelings.
Loved debriefings.
I wish it would have been warmer, but it was necessary.

2 4. Visit to Aztec Ruins.

It was good because it showed contrasting things, and how advanced it was.
Good.
Neat.
I liked seeing the Giant Kiva fully restored.
Gave us a chance to see Chaco architecture. Otherwise I wasn't too impressed.
This I liked much better because of the ruins there and plus the talk before with the Park Manager, and after we were through, and the Great Kiva.
Seemed kind of repititious to me. There wasn't all that much new material there.
Great time catching lizards.
This was rather exciting I have to admit.
The Great Kiva here was quite impressive. It was here I finally figured out the different masonaries.

2 5. Sunrise at Canyon de Chelly.

I like sunsets better. We watched the sunset at Mesa Verde and it was more impressive than this particular sunrise.
Was kind of a drag getting up so early but I enjoyed it very much and felt good.
Good way to start the day!
I thought it was great. It was a perfect time to think. It gave the area a whole new aspect. The colors were amazing. Leave it in the itinerary.
This also I liked very much because I don't think that I will ever see anything as beautiful as that again in a canyon.
I enjoyed it. I would of never thought of getting up to watch the sun rise. Only problem was some kids didn't sit and watch, they talked and sat in the vans.
I felt a tremendous personal climax knowing that the sun was coming but being full of anticipation at the same time.
I was kinda disappointed - it wasn't as pretty as I hoped it would be. It was a good idea though.
Unnecessary, sunset would have been better.
I wouldn't miss it!!! Maybe it was a good break from just work!

1 6. Solo at Canyon de Chelly.

It sure helped me, I think it should for sure be kept up.
Didn't do it.
Did not participate.
You need more time at Canyon de Chelly to give everyone a chance to solo and hike to the White House Ruins and Hopi Mesas.
This was really great. It was fun and relaxing to get away from everyone else and just being able to be alone and see all the beauty that nature has to offer in a lot of different ways.
Was probably the best thing I did on the trip. It was a perfect time to get my head together and absorb the material previous to that. I needed the time by myself to think things over.

1 7. Hike to White House Ruins.

Good to have time to talk and think.
I found it very interesting. Mostly because I had been sitting on the rim all day and really wanted to see the Canyon from below.
Eliminate.
Outstanding.

1 8. Visit to the Hopi Mesas.

Seeing the homes where people still live was a thrill. Culture shock at this point was at its peak. But I did learn to cope.
Great. The things we saw. Indians with shotguns, little girls with kachina dolls, sticks with feathers on them, and Hopi jewelry being made. It all made for a very interesting day. You should give all the kids a chance to go to the Hopi Mesas.
Was the greatest thing on earth after seeing only dead Indian ruins; it was good to see some live Indian dwellings.

It was one of the most impressive places I visited because of seeing how and what they lived in.

1 9. Evening Discussion on the Modern Problems of the Navajo.

Can't remember that well.
I thought all the debriefings were excellent for the same reason as I said about Mesa Verde's debriefing session.
It was interesting to talk about their problems. It makes one wonder if they would have any of these problems if we left them alone to do or go as they pleased.
Must not have impressed me much, I don't remember it.
I know realize how difficult their lives are even at the present time.
I think it was really interesting.

2 10. Visit to Hubbell's Trading Post at Ganado.

It was really interesting, I enjoyed it a lot.
Good.
Still don't see where it fits in with anything.
Enjoyed seeing Morris react to "his" rug. Tour was good also. Building up so much stuff out there must have been difficult.
Liked it better the first time with less people. Thought watching the Indians weave was super.
This was interesting to go see also. All the different rugs, jewelry, and the tour was fascinating. The weavers were very interesting to see while they worked.
The only thing that made it worth it was seeing Morris' rug. Otherwise I didn't get too much out of it.
Was really interesting and added to experiences.
The house that the Hubbell's lived in was amazing for the time and place it was built.

1 11. Visit with Tommy Anderson at Navajo Tribal Council.

This could have been better.
Good to hear an Indian's view on the love and life of the Navajos. He had some good ideas.
Beautiful person ... got a good feeling from his ideas.
Was really good. It was about the only time we came into contact with a real live Indian.
This was really interesting. He was able to give a lot of insight on the problems of his people and what they are trying to do in resolving the problems.
It was really great having a chance to talk to a "real Indian." I liked the turn around when he asked the questions to the group and the answers the kids gave back.
Learned a lot about the Navajos present day dreams for themselves.
JUST GREAT!
Outstanding! More of this needed.
Besides being a good source of information, he made us feel welcome.

3 12. Visit to Acoma Pueblo.

It was good, but it would have been better for $25.00.
Wasted time.
Really rather boring.
Culture shock here too. Felt as if I were walking through a zoo. Impressed at the length of inhabitation.
I didn't feel it was worth the $1.50 we paid. We had seen the Hopi villages and it was somewhat similar.
This was all right. It showed me how the Indians live now in modern days, instead of trying to visualize how they did a long time ago.
I didn't like it but thought it was beneficial to learn that I didn't like invading Indian Pueblos.
I think that it cost too much money. We should have taken people to Walpi. I understand Mr. Morris' feelings on this but personally it was too much.
It was okay. Got kind of dragged down there.

2 13. Evening Discussion at Bandelier on Indian Humor, Alienation, Peyote Religion, etc.

It was a really good night.
A good talk, and was fun.
I learned a lot about Indians' real feelings.
I learned a lot about all the topics. The sessions were a good way to express feelings.
This was all right for it showed the different beliefs that were and how they fought to keep what is theirs and what kind of humor they have. These talks gave me a background on how the Indians do things.
Parts of the talks were interesting.
I truly like seeing them "fight" back against the whiteman.
Good.
Good, interesting, got a lot out of this.
It was scary, but worth it.

1 14. Visit to Frijoles Canyon and Discussion of Adolf Bandelier.

I really liked it because it showed us how ignorant those savages were.
Out-a-sight!
Neat!
The place was beautiful. People were friendly. Amazed at apartments and the dedication of Bandelier.
The caves they carved in the Canyon are what fascinated me. They are really different. I've never seen anything like it before.
This I really loved. It was a lot more interesting going through there and seeing the houses and caves that they lived in. This was a lot better than Mesa Verde.
I just liked the ruins because they were different from the ones we saw earlier.
Quite a place to end the trip.
Really great and I loved it.
The canyon was amazing. It was one of the better places we visited.

1 15. Church in Santa Fe.

Kind of a hassle for our group but I learned the whole town by heart.
Culture shock. Felt totally out of my place. Total confusion except during communion.
It should be kept as a choice. It made me feel good to go.

2 16. Visit to the Governor's Palace and Archaeology Presentation.

She really knows her stuff, I liked it.
Interesting - would have been great for students to volunteer and report what was happening.
Great!
Interesting - learning how they know what to look for. And I liked the honesty of the lady when she didn't know things - like about the body.
First time I've ever seen an actual dig. If I lived in Santa Fe I would love helping Mrs. Snow dig. It's really interesting.
This was very interesting to go through the Governor's Palace and look at the exhibits. The talk that Mrs. Snow gave was also very interesting in seeing what they had found and what they were thinking of finding later on.
Seeing the archaeologist in action gave me a good idea of what archaeologists do.
Was interesting to see a real one and how they work.
Fantastic! Really interesting! I enjoyed it! She was willing to answer any questions at all.
Mrs. Snow was pretty interesting. The museum probably would have been okay, but after so many museums I was burnt out on them.

2 17. Poetry Assignment.

It was fun doing cinquains and treads.
Okay, but no time on the trip to do it so it's rushed at the end.
Made you aware of Indian poetry.
This was all right, it made me think I would come up with some type of Indian poetry in which it would sound like an Indian wrote it.
I'm not up much on writing poetry.
Hard - but reasonable enough.
YUCK!
At first, I didn't like the idea of assignments, but the way they were done was good.

3 18. Prose Assignment.

YUCK, YUCK!
Hard, but again reasonable enough.
I'm not up much on writing proses either.
This was okay. It also made me think whether I could think something up or not.
Was kinda a waste of time.
It was a lot harder trying to figure what to do it on.

2 19. Final Test.

Considering I hate tests, it was about average.
Was a good review.
Some of it is a little too detailed, won't remember that much detail.
Was a good way to realize what you had learned.
This was hard. It made me think to see if I retained everything or not. It was worth it.
Time consuming, but I don't mind.
Fair - but it does cover some areas that I don't have many notes on!
No comment.
Necessary.

What Things Did You Find Particularly Good About Indian Trip And Why?

The freedom we had was really good, it was essential to do good. Bandelier, Mesa Verde, and the other ruin sites were good to see because it showed things about Insurance!!! The trip was well planned scenic wise.
Getting to know everyone better first hand learning experience - irreplaceable.
I loved the talent show. I found the Indians really fascinating.
Everything was good for me. Seeing their past and present styles. Learning their future dreams. The country, people, homes and religious houses. Also, learning how unamerican the white people are compared to the true Americans impressed me a great deal. Closeness of W. E. E. S. people was very good. Made me feel at home.
There are many things that were particularly good, but if I have to be specific... Bandelier National Monument really was great. I've never seen anything like it before.
The solo because I was able to get away from everyone else and just do anything I wanted. Tour of Bandelier was a lot better. It was better than Mesa Verde to go through. There were a lot more interesting things to do there than at Mesa Verde. The walk through the Aztec Ruins. Those were neat to go through. The Great Kiva was really fascinating to go through. Santa Fe was neat to go through the old past and to shop and look around. The night when we did all the skits around the campfire. I think that this brought everyone together.
The debriefing sessions. The solo at Canyon de Chelly. The sunrise there.
The evening talks were very good. I learned a lot from them. I was impressed with Canyon de Chelly.
Getting to see Didi Snow and her work. Trying to survive with 34 kids and adults for eight days (good for patience). The good weather - going into town on a Friday night (Gallup).
The whole trip was worthwhile. The day when everybody split into small groups doing different things was the best day. Just to get away from the whole group helped out a lot.

What Things Did You Find Bad About the Trip?

Cook crews - those who felt like cooking should have done it. They did anyway. Lack of places to get away from people at Canyon de Chelly.
Wasn't long enough. Not enough really true Indians to talk to. Sorta needed more introduction to Mesa Verde. I wasn't sure what I was looking for.
No contact with actual Indians. No chance to take a shower.
Nothing really.

Some people were inconsiderate to others in the beginning. Things got a lot better though as we lived more together.
Seeing how white men have belittled red men to the point where few have any dignity left.
The food assembly; how we got the food at dinner time. It was like a bunch of hungry dogs.
The food - not enough talking to people.
I wish we had more time to stop at more places.

B. Teacher's Evaluation and Recommendations.

1. Evaluation and Recommendations on Activities and Assignments (Recommendations Underscored).

a. Pre-Trip Experiences.

(1) Map of the Southwest. This was a long and involved assignment demanding several hours of student work. (See Appendix I-A.) It was essential in understanding the ancient and modern Indians of the Southwest that the student begin by familiarizing themselves with a number of geographical locations that would continually enter into discussions. They were to draw their own map as the best possible exercise for internalizing the relative locations of Southwestern geography. The assignment seemed to accomplish this purpose satisfactorily. Students seemed to be receptive to the assignment and understand its purpose. The assignment should remain unchanged for next time.

(2) Sue Boyd on Biology of the Southwest. As part of understanding the environment which did so much to shape the culture and world-view of the Southwestern Indian, Miss Boyd, Student Teacher, gave an introduction to those different biological environments which students would pass through in the course of their travels. The introduction was satisfactory, but throughout the trip several opportunities were missed to point out to students the variety of environments they were located in. Next time, at each new camping site, students should be called upon to observe and compare plant life with previous camping areas. Part of the final testing should include a section on Biology of the areas visited and possibly some form of an environmental field manual could be developed to promote effective observation. If possible, an instructor versed in biology should be taken along.

(3) Mr. Zimbrick on Geology of the Southwest. Again, this was an effective introduction to the southwestern environment but, as with biology, many opportunities were missed to point out and reinforce specific points during the trip. At a number of locations: Wolf Creek Pass, Mesa Verde, Shiprock, Canyon de Chelly, Window Rock, El Morro, Bandelier and the Pajarito Plateau, the lack of definite instruction on geology was sorely noticed. Next time, an instructor in geology should be taken along, and as with biology, geology should be included in the final testing. Also, sections of the above mentioned environmental field manual should be devoted to observed geologic phenomena.

(4) Reading of Southwestern Indian Tribes. The function of this short book was to expose the new student of Indians to the different tribes in the Southwest. It was a good first step in gathering information

on certain tribes. The mandatory study questions and terms in effect forced students to comprehend what they were reading or else ask the instructor for necessary help. They also began to build a vocabulary of necessary terms for a study of Southwestern Indians. Given the brief time, five days, for the introduction, this book serves the function admirably. The assignment should be kept for next time.

(5) Reading of Southwestern Indian Ceremonials. This short book focussed more explicitly upon the ceremonies of Southwestern Indians and, in that area, served much the same function as Southwestern Indian Tribes. For the reasons stated for that book, the assignment should be given again next time.

(6) Mr. Bowers on Arts and Crafts of the Southwest. Mr. Earl Bowers gave an exceptionally clear and complete introduction to Indian arts and crafts of the Southwest. His presentation was greatly enhanced for the second group by the extensive displays on Southwestern culture then at the Taylor Museum. The only possible drawback was the large quantity of material covered by Mr. Bowers in one and one-half hours. Few students could comprehend it all. Throughout the trip, the instructor repeatedly tried to reinforce points made in this introduction, and so help students comprehend the differences and similarities in Indian jewelry, pottery and weaving. This introduction should remain in the curriculum, perhaps shortened in content or given in two, more leisurely sessions.

(7) Mr. Hill on the Techniques of Archaeology. Mr. Kent Hill gave an hour-long introduction to the methods and questions of the archaeologist. This was an essential introduction if students were to understand how conclusions were made concerning the prehistoric Southwestern Indians at Mesa Verde, Aztec Ruins, Canyon de Chelly and Frijoles Canyon. Not being a professional archaeologist, some of Mr. Hill's points were somewhat hard to understand, yet his enthusiasm definitely had a decidedly positive effect on students. This introduction must be kept intact for next time.

(8) Archaeology Dig at the City Dump. After the morning presentation, Mr. Hill led students to the Hancock Dump to lay out a dig and proceeded to uncover "artifacts," imitating archaeological procedures. With both groups, the weather was cold and windy, which detracted from the enthusiasm. However, students were given instruction in the procedure of digging and were told of questions to consider about items they unearthed. Having sacked and tagged a number of "artifacts" students returned to Wasson and there analyzed their finds and tried to form some conclusions about the culture they found. This provided a tremendously provocative session of problem-solving. The instructor seemed to notice that from this session onward, a number of students showed a substantial interest in archaeology that grew with exposure to a number of ruin sites and culminated with Mrs. Didi Snow's presentation at the Governor's Palace in Santa Fe. These activities should be retained next time, being sure to make clear to students the purposes for digging in the Dump.

(9) Mr. Bowers on Archaeology of the Southwest. Again, Mr. Bowers gave a thorough and complete introduction to the prehistory of the Southwest, which students, as on all lectures, were told to keep notes. His slides stimulated interest in points along our intended route. Given the quantity of material, it perhaps could have best been done in two sessions. However, the introduction should be kept.

(10) Sue Boyd on Indian Poetry. Part of the cultural study of the Indians involved looking at the poetry derived from their rituals and songs. As part of their instruction in literature, Ms. Boyd outlined the structure and style of this poetry. A number of opportunities were missed on the trip itself to further instruct students in the area of poetry and to utilize examples of Indian poetry to make important points about their world view. These opportunities must not be missed next time. (See Sue Boyd's recommendations on English for the Indians of the Southwest below under Prose Assignment.)

b. Trip Experiences.

(1) Visit to Museum at Mesa Verde. Our focus at Mesa Verde was the Anasazi people who developed there. The museum dioramas and displays, as well as the film shown there, gave a pretty complete picture of the evolution of the Anasazi culture from the Desert Period through Basketmaker to Pueblo III, when the area was deserted. The displays focussed on a number of interesting topics such as dendrochronology, weapons, dental hygiene, weaving, pottery. It is a good beginning to an examination of Mesa Verde and should be retained.

(2) Visit to Ruin Sites in Mesa Verde. The sites on the Ruins Road Loop are particularly effective in illustrating the development of architecture from the Basketmaker pithouse, through the transitional periods of change to the surface dwellings and finely built kivas of the Pueblo II and Pueblo III periods. The visits to Spruce Tree House and Cliff Palace then show the Pueblo architecture in its culminating phase. Students were required to sketch and diagram the Ruins Road sites to internalize the characteristics of the different stages of architectural developments. The assignment should remain for next time. Possibly, different sites could also be visited. Perhaps students might get to see any existing archaeological digging in the park if that is going on.

(3) Mesa Verde Debriefing Session Around the Campfire. During the first trip, the instructor found these campfire sessions to be valuable in two ways. First, academically, they provided an excellent opportunity to summarize and react to the events of the day. Also, students could then give informal talks on a particular Indian topic of their choice. Second, the campfire sessions seemed to improve the dynamics of the group giving more sense of unity and purpose. These sessions were quite valuable and should be continued in the future.

(4) Visit to Aztec Ruins. This tour gave students the opportunity to see examples of Chaco architecture right next to Mesa Verde architecture. The Great Kiva was also a good example to see. The museum gave students a chance to compare Mesa Verde and Chaco pottery. It would be preferable to go to Chaco Canyon and see remnants of that civilization firsthand. But if that proves impractical, then Aztec offers a reasonable alternative for purposes of comparison.

(5) Sunrise at Canyon de Chelly. The intention of watching the sunrise was to give students an aesthetic appreciation for the homeland of the Navajos. It was successful in doing so for many students and should be done again. At this time it would be opportune to discuss at more length

examples, structure and content of Southwestern Indian poetry as well as make comments upon the Indian view of the world and his relationship to nature.

(6) Solo at Canyon de Chelly. This was a valuable option for several students to have. Many needed time alone, away from the intensive group living situation, to relax and think. Most who chose this alternative thought it highly worthwhile. It should remain as an option.

(7) Hike to White House Ruin. This, again, was a valuable option for those interested in seeing the Ruins and the bottom of the Canyon. It should remain.

(8) Visit to the Hopi Mesas. The instructor and the seven students found this an exceptional experience, perhaps the best experience of the entire trip. The excursion gave an important insight into the contrasts of the modern Hopi. Perhaps the most important part about giving choices on this day was the breaking up of the group into smaller sections each doing what they chose. In the future, this should be done whenever feasible on the trip. An additional day should be spent at Chinle. While there, students should visit the Chinle schools and then have the additional day to practice the options mentioned above. This would offer students more personal contact with the Navajo people, which they expressed a desire to do, and also give them valuable additional choices.

(9) Evening Discussion on Modern Problems of the Navajo. As with the campfire sessions at Mesa Verde, this session stimulated some good reactions and discussions from students and should remain in the program.

(10) Visit to Hubbell's Trading Post at Ganado. Hubbell's had a great deal to offer. First, the tour provides some insight into the white trader. However, students need to be better prepared before seeing the house. Hubbell's also allowed students to look at an excellent selection of Navajo rugs, the most beautiful of which the instructor purchased. Students were also able to watch Navajo women weaving in the back room. The Post would serve as a good location to discuss the role of the white trader in the development of Navajo arts and crafts. It would also be a good location to discuss the nuances of modern Navajo weaving using the Hubbell house and rug room for excellent examples of weaving.

(11) Visit with Tommy Anderson at Navajo Tribal Offices in Window Rock. Anderson was the high point of the trip for many students. He was the first Navajo they talked to directly, to whom they could ask questions and he asking them questions in return. Anderson discussed important problems facing the tribe, like alcoholism and unemployment. He expressed his religious beliefs and why he returned to the reservation after thirteen years of city life. He then asked students how they reacted to the reservation. More of this type of personal contact needs to be developed throughout the trip. The opportunities seem much better on the Navajo Reservation than anywhere else.

(12) Visit to Acoma Pueblo. The tour of Acoma has serious limitations beyond the high admission fee. The tour is a very formal affair and the things to observe depend largely upon what the tour guide will show. It is essential that all students be exposed to a "living Pueblo" and the

instructor feels it more apropos to invade a village that is willing to deal with tourists than create unfriendly feelings by invading one that does not want tourists. The observation of existing Pueblos must be retained even if the Pueblo is not Acoma. Some students suggested the First Hopi Mesa villages would be better. This should be done only in small, unobtrusive groups, if at all. Pueblos near Santa Fe might also be objects for observation of small groups. It would be an excellent experience if students could attend a dance in a Pueblo. Other activities should also try to create more interaction between students and individual Pueblo Indians.

(13) Evening Talk at Bandelier. This was another very informative and interesting campfire session. Particularly effective was a student report on Indian humor and another on Indian alienation. This reiterates the need to continue these sessions.

(14) Visit to Frijoles Canyon and Discussion of Adolf Bandelier. A number of students were most impressed by Frijoles Canyon. The stop there offered a look at prehistoric Pueblo culture after it left the Chaco-Mesa Verde area and moved east into the Rio Grande Valley, and before the establishment of the modern Pueblos. It seemed like a good way to review the past observations on architecture and the whole scope of Anasazi culture in the Southwest. The discussion of Bandelier and his efforts to bring the past of the Indians to the public seemed a logical and necessary topic for this location. The visit and discussion should remain. If time permits, students should also be given the option of taking longer hikes along the Monument trails.

(15) Church in Santa Fe. This seemed a necessary option for those interested students. The option for Church should remain as part of the unit.

(16) Visit to the Governor's Palace Including Presentation by Archaeologist, Didi Snow. As for the Museum itself, no more was accomplished there than in the Taylor Museum when it came to offering exposure to prehistoric and modern Indians. If an adequate display of Southwestern materials remain in the Taylor Museum, the trip to the Governor's Palace could be eliminated. However, the presentation by Ms. Snow was a special treat. It offered students the rare opportunity to observe an existing archaeology dig in action and have the director explain what was going on. This provided more understanding of the dig at the Hancock Dump and Ms. Snow's enthusiasm for her work communicated itself to the students. Several expressed the desire to pursue archaeology in school or as a hobby. Undoubtedly, Ms. Snow's presentation made the visit to the Governor's Palace highly worthwhile. This was a rare opportunity that will be difficult to repeat. However, whenever and wherever possible, students should observe a live "dig."

(17) Poetry Assignments.

(18) Prose Assignments. These two assignments were intended to do two things. (a) To communicate to students some aesthetic appreciation of the Indian's environment and religion through the study of his poetry and the literature of the Southwest written by Anglos; (b) To offer students avenues for creative expression about the Southwest and its natives in the forms of poetry and prose. Many opportunities were missed to utilize poetry and prose to emphasize points about native culture and the environment. Following

are some thoughts and recommendations of Ms. Sue Boyd, Student Teacher, who was in charge of developing the literature aspect of the block.

"English" could be woven into this block very easily and naturally if it were not treated as an "extra." I think the creative writing assignment was very good in this block, but most high school students know very little about style and need some rather thorough instruction. However, rather than hit them all at once, it might be something that needs to be worked on step-by-step throughout the semester. This could be done with a few other true creative writing assignments dispersed throughout the semester. The only danger to be careful of is putting too much emphasis on "true creative writing" - it's a little unfair to those who have no interest or no talent. Creative writing is very hard to do well.

Following are some general suggestions for the Indian block:

Before the Block: Maybe two or three weeks before the block give a short introduction to the plan for the block and make all reading assignments then. Pass out bibliography and require that everyone read a book or part of a book on that list or something else appropriate. One follow-up might be a report during the trip on something from that block (like the reports they did this year).

During the Block, but before the trip: This is the time to have a discussion about style. Now that everyone should be reading something and have some kind of feel for the Southwest, there is something a little more concrete to work with. Also, an introduction to the poetry would be important here, but it should probably be an integral part of a discussion of the Indian world views. The poetry really doesn't mean much to them in and of itself.

During the Trip: Follow-up during the trip is very important, or once again the "English" is just tacked on. Even just references to it when appropriate would be valuable. I think you might even have or suggest a poetry writing session at Canyon de Chelly. Looking at a few specific poems around the campfire after visiting that tribe during the day would be a possibility. If the poem could lead into a discussion of world views, I think the kids would see more value in the poetry itself.

After the Trip: Give kids adequate time to finish their creative writing. Maybe after a few days a rough draft could be checked, suggestions made, and then a few more days given for the final draft.

I think this sort of a plan would make the "English" in this block a lot more valuable and effective. I hope "English" is not limited to this kind of approach throughout the program. Perhaps you might do better to treat it as "communication arts" and go from there. There are so many possibilities when approached from this standpoint, and I think it is an approach used in many English classrooms today.

(19) The Final Test. The written test, with open notes, was not a test on memorization of facts and figures. Rather it was geared toward having students consolidate large quantities of information into a comprehensive understanding about Indians, past and present, and their environment. In other words, it was a skills test not an informational test. The instructor was pleased at how well students seemed to comprehend what they had observed on the trip. The

small group discussion sessions were also extremely valuable in discovering what aspects of the trip stood out in the individual student's mind. Not only could the instructor find out what academic aspects of the trip were strong and weak, but he could also gain insight into how students reacted to the intense living experience of the eight-day trip.

The test, with both the written and oral sections, should remain. However, time should be scheduled for the instructor to analyze these tests in more detail. At this time, evaluation forms should be collected from every student and not be left on a voluntary basis.

As part of the evaluation process, the instructor took the other four adults, who drove on the trip, to dinner and discussed at some length the weaknesses and strengths of the trip. They were very positive in their analyses. This aspect of trip debriefing should definitely be retained for both its evaluation value and morale value.

On the student evaluation forms, more effective questions need to be asked concerning the affective changes students underwent as a result of their close living experiences.

2. Teacher Evaluation and Recommendations for the Block in Relation to Stated Goals.

a. Program Objectives: The Indian Cultures Block will:

(1) Coordinate classroom exposure to the Pueblo, Navajo and Apache cultures of the Southwest through printed and audio-visual media with direct exposure to the environments of the past and present Indian cultures.

The block has successfully accomplished this goal except for the Apache culture. The presentations by Ms. Boyd on Indian poetry and the two presentations by Mr. Bowers on arts and crafts and Southwestern archaeology used a variety of media to instruct students in the classroom about prehistoric, historic and modern Navajo cultures. Ms. Boyd's presentation on Biology and Mr. Zimbrick's presentation on geology also utilized visual media (slides) for instruction. The reading assignments utilized printed media to communicate information on the Indian tribes under study. The stops at Mesa Verde, Canyon de Chelly, Window Rock, Acoma Pueblo, Santa Fe and Frijoles Canyon all provided students with direct exposure to "the environments of past and present Indian cultures." The Apaches were largely neglected because of time limitations on the trip. Should those limitations be extended, the Apaches should be studied next time.

The above goal should be revised to include a statement about opportunities for comparisons of Indian cultures. A second program goal should be added providing for the study of the natural environments of the Southwest and their impact on the natives. An additional program goal should be directed toward the experience of the close living situation which students undergo during the trip.

b. Learner Objectives: The Student in the Indian Cultures Block will:

(1) Demonstrate a specific knowledge of the historical and archaeological background of the Apache, Navajo and Pueblo cultures of the Southwest.

Students were given the avenue for demonstrating this knowledge at numerous instances on the trip and finally in the examination at the end of the block. Students performed well in these evaluation situations. Unfortunately, that conclusion is only the teacher's subjective evaluation. However, the nature of the test does not allow for statistical analysis since it calls for judgments in problem-solving. No objective test for statistical purposes should be introduced. Students were given the opportunities to pick up this knowledge from presentations before the trip and observations during the trip.

Students did not gain much knowledge of the Apaches due to limitations of time. Depending on time factors, this goal should be retained or revised concerning the Apache. Also, if time can permit, some exposure to the Hispano culture in New Mexico could be added.

(2) Demonstrate an understanding of the current religious, political and economic practices of the Navajo, Pueblo and Apache cultures.

Students were exposed to this information in their reading of SOUTHWESTERN INDIAN TRIBES and SOUTHWESTERN INDIAN CEREMONIALS. They also observed life on the Navajo reservation and Acoma Pueblo firsthand. They had instruction in Navajo politics and problems from Mr. Anderson and from the teacher. They observed and received instruction about Indian Arts and Crafts and its importance to the tribal economy. They were instructed in the contrasting tribal organizations of different tribes and given some background reasons for those differences. Students were given opportunities to reflect their comprehension of this instruction and observation during the trip and in the oral and written aspects of the final test. In the teacher's judgment, students did demonstrate to a large degree significant improvements in understanding "the current religious, political and economic practices" of the Navajo and Pueblo Indians. This was not true of the Apache for the same reasons stated above (Evaluation of Goal #1).

This goal should be expanded to include "cultural and social practices" as well. In this case, more concentration should be added to Indian music and modern Indian arts. The study of the Apache people should be retained or deleted depending on time limitations.

(3) Acquire an understanding of anthropological and archaeological techniques and apply those techniques in searching for answers to the past of ancient Southwestern Indian cultures.

The block focussed largely on archaeology skills of digging and problem-solving with Mr. Hill's and Ms. Snow's presentations. Displays at the Mesa Verde Museum, Aztec Ruins Museum and the Governor's Palace reinforced many concepts of Southwestern archaeology. Also anthropology was not discussed as a discipline. The entire study of Indians past and present was rooted in the area

of anthropology. It would be helpful in achieving this goal next time to, once again, observe an existing dig in action. The students' dig at the Hancock Dump and the analysis afterwards is also helpful in having students use archaeology skills and thought processes to arrive at conclusions about cultures of the past. This dig should remain.

(4) Demonstrate an understanding of the impact of Spanish and Anglo-Saxon cultures on the Indian community and point out specific areas where these cultures have clashed or assimilated in the Southwest.

Students received a substantial understanding of the Anglo impact from observations on the Navajo, Hopi and Pueblo reservations. Mr. Anderson was particularly effective in meeting this goal concerning Anglos. However, no time was spent discussing the impact of the Spanish on the Indians. This should be included next time if it is feasible.

(5) Arrive at some personal conclusions and theories on the future of these cultures in American society and provide evidence for these conclusions.

Having observed and been instructed in techniques which tribes are using to survive today in the white man's world, students voiced their opinions on the Indian's future as part of the block test. Many students felt that the future of tribal organizations are questionable and depend on their adaptability to white pressures. Yet students also questioned the value of adapting too much to white society since it might destroy their tribal culture and identity. The Indian must walk the narrow line of adapting without destroying those aspects of his own culture vital to his Indianness. More emphasis could be placed on the Indian future next time and particularly have students consider what they, as white people, think the Indian future should be.

(6) Understand how the environment affects the cultural development of different groups of people and how different groups respond to their environment.

The whole point of taking students to the Southwest was to feel the unique power of that environment. Most students did seem to see that, for better or worse, the Southwest has a strong impact on the body and mind. It was pointed out to them that those people who must survive in those surroundings require all of the spiritual force that they can command in order to control the harsh environment. So those agricultural Indians who depended on the beneficence of nature developed elaborate religious ceremonies to encourage the coming of rain. Next time, a goal should be added here for students to know the biology and geology of the Southwest so that this environment will be understood not only from the spiritual cosmos of the Indian mind but also in terms of the white scientific mind. This might include the development of a scientific field manual with the purpose of developing the powers of student observations of plants, animals and geologic structures. A section might also be profitably added on astronomy.

(7) Behave responsibly in situations where he shall have a high degree of independence in an alien culture.

As a matter of fact, students had relatively little independence while in the alien culture due to the time structures of the block and the travelling demands of the group. As new opportunities develop for block planning, whenever possible, students should be given more opportunities for independence in the alien culture. A goal should also be added referring to the students' reactions to the intense living situation while on the trip and their need to recognize and deal with the demands of the group.

V. GENERAL COMMENTS, CONCLUSIONS, RECOMMENDATIONS. The Indians of the Southwest Block offers tremendous potential for inter-disciplinary study which was only partially realized this last year. During the first Seminar, the social sciences of archaeology, anthropology, sociology, history and political science were heavily emphasized. Also emphasized were some of the Arts and Humanities such as arts and crafts and religion. To some degree, literature of the Southwest including Indian poetry and Anglo prose were dealt with. This area needs to be greatly expanded and more thoroughly utilized as an insight into the Indian mind. In this, Ms. Boyd's recommendations stated earlier under the evaluation of activities could be followed.

One area that was only briefly touched upon in the block is the natural sciences. Although emphasis in the block should remain on the Indian cultures, the trip through the Southwest offers invaluable opportunities for students to observe natural phenomenon they will see no where else. As earlier recommended, this exposure should be exploited to the fullest in biology, geology, ecology and astronomy. This will add a whole new dimension of inter-disciplinary study to the block and help students better comprehend the environment that produced the unique Indian cultures of the Southwest.

If these recommendations for expansion are considered, and it is feasible within the total Seminar structure, the block should be expanded from 15 to 20 school days to adequately cover the added material. The trip should be expanded from 8 to 9 and perhaps 10 days to make proper time for observation and study.

Finally, on the trip itself, future planning for the block must be more oriented toward personal contact with the Indians so that students can get a first-hand knowledge of the modern Indian culture.

APPENDIX I-A

GEOGRAPHY OF THE SOUTHWEST
MAP STUDY

DIRECTIONS: Construct a map identifying and locating the following geographical features.

Modern Political Divisions

New Mexico
Colorado
Arizona
Utah
Nevada
California
Baja California
Sonora
Chihuahua

Indian Reservations and Towns

First Mesa:
Polacca
Walpi
Sichomovi
Hano
Second Mesa:
Shungopovi
Toreva
Mishongnovi
Shipaulovi
Third Mesa:
New Oraibi
Old Oraibi
Hotevilla
Bakabi
Ute
Southern Ute
Jicarilla Apache
Ft. Apache
San Carlos
Taos
Picuris
Nambe
San Juan
Santa Clara
San Ildefonso
Tesuque
Cochiti
Sabto Domingo
San Felipe
Zia
Santa Ana
Jemez
Isleta
Laguna
Acoma
Acomita
Zuni

Towns, Ruins, Etc.

Colorado Springs
Cortez
Kayenta
Many Farms
Chinle
Canyon de Chelly
Ganado
Window Rock
Gallup
Santa Fe
Dulce
Tierra Amarilla
Rough Rock
Mesa Verde
Chaco Canyon
Aztec National Monument
Navajo National Monument
Bandelier National Monument
El Paso
El Morro National Monument (Inscription Rock)
Tucson

Geographical Features

Sangre de Cristo Mts.
  Mt. (Sierra) Blanca
Jemez Mtx.
  Valle Grande
  Redondo Peak
Sandia Mts.
San Juan Mts.
Kaibab Plateau
Mogollon Rim
Rio Abaja
Mt. Taylor
Monument Valley
Black Mesa
Shiprock
Grand Canyon
Sonoran Desert
Sierra Nevada
Pajarito Plateau
Llano Estacado (Staked Plains)
Rio Arriba

Rivers

Gulf of California
Gunnison
Arkansas
Rio Salado
Rio Grande
Colorado
Little Colorado
San Juan
Las Animas
Gila
Salt
Green
Chama
Pecos
Chinle Wash

APPENDIX I-B

SOUTHWESTERN INDIAN TRIBES
STUDY QUESTIONS

Early Man

1. What was the Sacred Triad?
2. Why were the pueblos of the "golden age" deserted by 1250 A. D.?
3. What are the differences between the Sandia, Clovis and Folsom projectile points?

European Contact

4. Why did the Spaniards come to the American Southwest in the 1500's?
5. What caused the Pueblo Revolt of 1680?

Rio Grande Pueblos

6. What is the central belief of the Pueblo way of life?
7. Which Rio Grande Pueblos belong to the following language groups: Keres, Tewa, Tiwa, Towa, Zuni?
8. How does the social organization of the Tewa-speaking compare to that of the Keres-speaking groups?
9. What are some problems facing the modern Pueblos?
10. What factors hold the Pueblo together in the face of white encroachments?
11. Using the brief descriptions of the Rio Grande Pueblos, construct a chart comparing each Pueblo. On the chart include language, important festivals, means of livelihood, important arts and crafts, a few important historical facts. Perhaps use the following format:

PUEBLO / Acoma / Isleta / Jemez / Cochiti / Taos / Picuris / etc.

Language
Livelihood
Arts-Crafts
History

Navajo

12. When did the Athapascans first come to the Southwest?
13. What changes came about in Navajo culture after they came to the Southwest.
14. What impact did the Spaniards have on the Navajo?
15. How did the Americans finally subdue the Navajos?
16. What was "The Long Walk" and its aftermath?
17. Add the Navajo and Hopi to the chart created for the Rio Grande Pueblos.

Hopi

18. Why is the Hopi religious ceremonials so important to the people?
19. What are the different Hopi villages and where are they located?

Terms and People

1. Cibola
2. Don Juan de Onate
3. Treaty of Guadalupe-Hidalgo
4. Bureau of Indian Affairs
5. Moieties
6. Cacique
7. Mano and Metate
8. Diego de Vargas
9. Pope and the Pueblo Rebellion of 1680

APPENDIX I-C

SOUTHWESTERN INDIAN CEREMONIALS
STUDY QUESTIONS

1. Compare the way the Spaniards dealt with the religions of the Southwest and the way the Americans dealt with these religions.
2. When John Collier became Commissioner of the B.I.A., how did that represent a new departure in official white relations with Indians?
3. What is the religious makeup of the Southwestern Indians today?

Navajo

4. According to the Navajo, where did the First People come from?
5. Who first created Light?
6. Who were the primary agents for fighting Evil in the World?
7. Who created human beings and is "most consistently helpful to man?
8. How does the Navajo view the Afterworld?
9. How does the Navajo view dead people?
10. What sorts of actions can upset the harmonious balance of the Navajo Universe?
11. What are symptoms of disharmony in the World?
12. What is the purpose of Navajo religious ceremonies?
13. What are the four sacred plants of the Navajo?
14. What is the purpose of the sand painting?

Rio Grande Pueblos

15. Compare the Keresan Emergence myth with the Navajo Emergence myth.
16. What is the relationship between the Sun, Sky, and Earth in the Keresan Cosmos?
17. What is the Keresan view of the Afterworld and of death?
18. What is the significance of Corn to the Pueblo Indians?
19. What was the point of the various hunting ceremonials among the Pueblos?

Zuñi

20. What are the six cults of the Zuñi?
21. What is the ultimate point of Zuñi ceremonials?
22. How does the Zuñi Emergence myth compare with those of the Keresan and the Navajo?
23. According to their legends, how did the Zuñi finally locate the rite of their permanent settlement?
24. Compare the Zuñi attitude toward dead people and the Navajo attitude. Why this difference?
25. What is the difference between the Zuñi and Hopi kachina dolls?

Hopi

26. Compare the Hopi Emergence myth with those of other Southwestern tribes.
27. How do the Hopi view death and the dead?
28. What is the role of the kachina in Hopi life?

Peyote

29. What is the Native American Church?

WORDS TO IDENTIFY

Navajo

1. Navajo First Man
2. Changing Woman
3. Monster Slayer and Born-of-Water
4. Yeis
5. Chindi
6. Hand Trembler
7. Blessing Way
8. Bead Chant
9. Shooting Chant
10. Night Chant
11. Mountain Way
12. Wind Way
13. Singers
14. Sand Painting
15. Yeibichai
16. Enemy Way
17. Squaw Dance
18. Fire Dance

Rio Grande Pueblos

19. Keresan-speaking pueblos
20. Shipap
21. Iatik
22. Caciques
23. Katsinas (kachinas)
24. Koshare
25. Thought Woman
26. Shiwana
27. Corn Dance
28. Moieties
29. Tablita
30. Kurena
31. Fetish

Zuñi

32. Awonawilona
33. Shiwanni
34. Shiwanokia
35. Middle Place (Itiwanna)
36. Sayatasha
37. Hututu
38. Sholawitsi
39. Yamuhaldsto
40. Salimspya
41. Kayemsbi

Hopi

42. Spider Woman (Kokyang Wuuti)
43. Two-hearts
44. Masau
45. Pahos
46. Sotuqnangu
47. Mui-wigwa
48. Huru-ing Wuuti
49. Kwanitaqa
50. Tawa
51. Twin War Gods (Po-okang-hoya, Palo-ngao-hoya)

APPENDIX II

BLOCK TEST

Answer the following questions and problems carefully and completely on the paper provided. The points in front of each of the questions will indicate the relative importance of each question.

PART I

(5) 1. What were the basic characteristics of each of the Basketmaker and Pueblo periods? What basic characteristics differentiated the Pueblo periods from the Basketmaker periods?

(5) 2. Present and defend a theory based on archaeological evidence for why the Mesa Verde people went into their cliff dwellings from the tops of the mesas.

(5) 3. Trace and explain the evolution of the kiva from pithouse to great kiva. (Use drawings wherever pertinent.)

(20) 4. Using sketches and words, trace and explain the development of Indian archetecture in the Southwest from the earliest Basketmaker through the modern Pueblo periods. Also be sure to discuss the architectural differences of different locations; i.e., Chaco Canyon and Mesa Verde.

PART II

(1 Point Each) 1. Using diagrams when necessary, explain the characteristic Navajo rug designs of as many different locations on the reservation as possible. For examples: Teec Nos Pos, Two Grey Hills, Wide Ruins, Ganado.

(5) 2. What are the basic differences between the jewelry of the Navajo, Zuni and Hopi?

(1 Point Each) 3. Characterize the pottery of as many different Pueblos as possible, giving basic colors and designs.

PART III

(15) 1. Attack or defend this statement: "Every effort should be made by the American government to integrate the American Indian of the Southwest into the mainstream of American culture. Only in this way will the Indian ever climb out of the pit of economic deprivation in which he now wallows. White Americans owe this to the Indian and the Indian owes it to himself." (Answer evaluated on effectiveness of presenting your opinion.)

(15) 2. What are the significant problems facing the modern Navajo and how is the tribe dealing with those problems?

(15) 3. In detail, how has your recent excursion into the Southwest and our brief glimpses of the Indian cultures there affected you?

PART IV

(15) 1. Using the Four Corners as a starting reference point, draw a free-hand map of our route through the Southwest. Be sure to include all significant towns and stops that we made as well as significant geographical features like mountain ranges, plateaus, rivers, valleys, etc.

EVALUATION OF AQUATICS BLOCK

BILL HART, EVALUATOR

I. INTRODUCTION. The Aquatics Block utilized several new learning environments and provided members of the Wasson Staff to participate in the Seminar. This block was planned, organized and executed by Mr. Rob Adler, who instructed and supervised the sailing experience, and by Mr. Todd Brown, who was in charge of swimming skills and canoeing. The students tremendously enjoyed the block and a great deal of this enthusiasm was generated by the personalities and genuine interest of Mr. Adler and Mr. Brown.

II. GOALS.

A. Provide students with cognitive and physical skills which will prepare them directly for the river experience.
B. Provide students with basic skills that may be used as carry-over experiences in the constructive use of leisure time.
C. Provide students with self-realization about their own capacity to function in an aquatic environment.
D. Provide students with an opportunity to develop self-confidence in his ability to cope with emergency situations in around the water.

III. ITINERARY.

DAY 1 - MONDAY

ACTIVITY: Early morning meeting at Naval Reserve Center at Prospect Lake. Classroom presentation of introduction to sailing. Topics included: how does a sailboat sail, parts of a sailboat, types and classes of sailboats. A slide presentation was given by Mr. Adler on the development of sailing ships from the Roman merchant ships to the early 19th Century. Afternoon meeting at Wasson Pool. Students went through swimming skill examination to determine those with difficulty. Survival float and use of life jackets was covered.

RECOMMENDATIONS FOR IMPROVEMENT: The activities were very well organized. The only recommendation is that we cut down the time span of the classroom activity. It was difficult for many students to spend four concentrated hours in the formal classroom.

DAY 2 - TUESDAY

ACTIVITY: Morning meeting at Naval Reserve Center at Prospect Lake. Mr. Adler presentation on Age of Sail and conditions on board an early sailing vessel. Afternoon meeting at Wasson Pool. Practice on righting an overturned sailboat and swamped canoes.

RECOMMENDATIONS FOR IMPROVEMENT: Morning meeting was lengthy although very interesting and valuable. Extremely valuable afternoon session.

DAY 3 - WEDNESDAY

ACTIVITY: Early morning meeting at Lake Woodmoor. Basics and safety of sailing. Students worked in groups of two and sailed to establish the basics of position and stability. Canoeing instruction in the afternoon.

RECOMMENDATIONS FOR IMPROVEMENT: Lake Woodmoor worked very well. More equipment could keep more students active all of the time. No real problem however.

DAY 4 - THURSDAY

ACTIVITY: Morning meeting at Lake Woodmoor. More canoeing and sailing. By the afternoon, most had enough skill to run several races.

RECOMMENDATIONS FOR IMPROVEMENT: None

DAY 5 - FRIDAY

ACTIVITY: Morning: First annual W. E. E. S. Regata. Teams were arbitarily set up and round-robin competition race was run. Afternoon session held at Wasson Pool. Students were exposed to the fundamentals of scuba diving. Debriefing session following scuba and preparation for Yampa River Trip.

RECOMMENDATIONS FOR IMPROVEMENT: This block needs to be lengthened to allow for more time and better utilization of scuba equipment. Valuable experience.

IV. EVALUATION OF BLOCK.

A. Student's Evaluation. Many students enjoyed this block tremendously as the following survey will indicate. Many felt the block was too short and very compact, and as a result the above recommendation on DAY 5. Following Group 1, a statistical survey was run on all participants and the findings are listed here. Because of the time factor involved and the commitment to Outward Bound for the Yampa River Trip, Group 2 was not able to take this survey. These results reflect one-half of the students but comments from Group 2 seem to coincide with these findings.

Students were asked to evaluate how effectively that particular experience helped fulfill one or more of the block objectives as stated in their journals and on the first page of this block evaluation. One is low and five is high. Following these averaged response are comments on that phase of the block.

1. Mr. Adler's Introduction to Sailing.

Averaged Response 4
Comments:

I thought Mr. Adler could have taken a little more time on how to operate a sail boat.
I liked it, but why so early?
Would have been better if we could see it done.

It was really great.
It was great, it got everybody really excited about going.
Interesting and informative on types of boats and sailing positions.
Necessary and well done.
Interesting.
A little long.
I thought it was interesting, the only problem was it was too early in the morning to concentrate, also we didn't know what to expect.
Interesting - good preparation - too early.
Interesting but I think it was too early in the morning and a lot of people were too sleepy.

2. Mr. Adler's Presentation on the History of Sail.

Averaged Response 3
Comments:

Excellent presentation. But a little too long. Could have shortened it and given more instruction on sailing.
If it hadn't been so early in the morning I would have been more interested but as it was I kept falling asleep.
I fail to see how the history of sailing helped us achieve any of the aforementioned objectives.
It was very interesting and I'd like to study it more.
Am not thrilled about sailing history.
A formative talk which is very useful for the English assignment.
To look could of used the time on setting up and talking down sailboats.
I enjoyed it but felt he repeated himself. Could have converted more to do with writing assignment.

3. Basic Instruction in Swimming Skills by Mr. Brown.

Averaged Response 4
Comments:

It was pretty good, considering I don't like to swim - Mr. Brown was a help to me.
Excellent.
Most rewarding, it helped us get back into practice, but I think we need more time in the pool.
I was a bit rusty, got back some of my form.
It was good to get the feel of the water again.
Good, refreshes memory of skills.
Fun, it got me back in practice.
The instructors needed some idea of how we swam to know who might need help
Useful.

4. Work in the Pool on Boating Safety, Including Capsizing and Other Emergency Skills and Canoeing Skills.

Averaged Response 5
Comments:

Good to get a feeling of what the boats are like.
Excellent - couldn't have done without it.

I thought we needed to have longer time in the pool.
This really prepared for a possible capsizing. When there were emergencies no one panicked - everyone was calm.
The canoeing skills helped a lot. I found that after tipping over the boats in the pool, I wasn't scared about tipping in the lake. It was great.
Fun, also, but very good practice.
So we would have some idea of what to expect if we did tip, etc.
Wish I was there the first time.

5. Sailing and Canoeing Sessions at Lake Woodmoor.

Averaged Response 5
Comments:

I thought it was handled very well - not over organized and it was a great new experience for most of us.
Great, is a must. Maybe a few more races could be included though.
It helped us get into practice for what we were going to go through down the Yampa. If we could have done it longer it would have been more rewarding.
This really prepared for a possible capsizing. When there were emergencies.
It was really fun, I more or less know how to sail. It was really interesting and I'd like to go again some time.

6. Writing Assignment: Journal of a Day in the Life of a Seaman on H.M.S. VICTORY.

Averaged Response 2

B. Instructor's Evaluation. The involvement of other Wasson teachers in this block actually illustrated how important it is to incorporate other skills and expertise from staff within the building. Every phase of this block was well planned and executed in a very effective way. In terms of the goals for this block:

1. GOAL A. Provide students with cognitive and physical skills which will prepare them directly for the river experience. Several aspects of this block effectively prepared students for the rafting trip. In particular, the swimming tests, survival float instruction, the paddling instruction in canoes, and the exposure to emergency situations in the water. Even more importantly, as most students point out in the evaluation of the Yampa River Trip, the exposure to the aquatic community relieved many fears and aprehensions about their ability to function in this new environment. Outward Bound personnel remarked on this preparation as evidenced by their performance on the river.

2. GOAL B. Provide students with basic skills that may be used as carry-over experiences in the constructive use of leisure time. This exposure to various forms of Aquatic sports has stimulated new interests in these areas. Time was spent in discussion on the purchase of equipment and on the personal skills needed to further develop these interests.

3. GOAL C. Provide students with self-realization about their own capacity to function in an aquatic environment. This experience provides various challenges to students and allowed them to further

explore their strengths and weaknesses. As stated in Goal A, most students demonstrated this self-realization by their outstanding involvement on the Yampa River.

4. Goal D. Provide students with an opportunity to develop self-confidence in his ability to cope with emergency situations in and around the water. Practice at the Wasson Pool on swamped canoes, overturned sailboats, followed by actual situations on Woodmoor Lake provided ample opportunity for students to develop self-confidence and to deal with emergency situations.

Overall, this block provided a fantastic experience for students and strengthened the goals and methodology of the Seminar. It provides a valuable service in preparation for a river experience and holds great potential for expansion and further development.

EVALUATION OF YAMPA RIVER BLOCK

BILL HART, EVALUATOR

I. INTRODUCTION. As a conclusion to the total program, this experience has proven itself to be the most valuable of all blocks in promoting the affective goals established for the Seminar. It was intended that this experience be utilized to tie together all of the blocks and to serve as a memorable finish. In the area of cognitive learning, this experience provided for more than what was expected. Students were able to use knowledge gained from other blocks in the areas of history, geology, aquatics, mathematics, ecology, astronomy, creative writing and even politics and government.

Colorado Outward Bound served as the vehicle for expertise and equipment for the adventure but as noted from student reactions their participation in group discussions made them a more valuable asset to the trip. Some problems arose in logistics because of the time-table of COB and in the instructor's evaluation suggestions for improvement have been noted.

II. GOALS.

A. Provide the student with a self-realization about his potential and limitations through a stressful experience.
B. Strengthen the student's ability to work and react with other people while working toward a common goal.
C. Encourage the development of positive concepts about education, people and self.
D. Provide a comparison of geological and ecological concepts studied in previous experience.
E. Encourage the development of favorable and constructive attitudes concerning the environment and its preservation.
F. Provide the student with the opportunity to confront his own emotional and physical fears with the security of a close working group.

III. ITINERARY.

DAY 1 - SUNDAY

ACTIVITY: Preparation for trip. Introduction to objectives of block, itinerary, personal equipment, food purchase and planning. Individual packing.

RECOMMENDATIONS FOR IMPROVEMENT: More advanced preparation, particularly when it comes to food planning and purchase.

DAY 2 - MONDAY

ACTIVITY: Early morning meeting at Wasson. Leave Wasson and drive to Glenwood Springs for lunch. Continue drive to Deer Lodge Park. Waited for OB instructors. Upon their arrival, students checked out gear, sorted food for boat groups. Adult supervisors left for Split Mountain Gorge on vehicle shuttle. Students remained with OB instructors for dinner and campfire discussion of W. E. E. S. and personal opinion about boat launching in the morning.

RECOMMENDATIONS FOR IMPROVEMENT: The driving is difficult considering the mileage and other chores. Would advise more supervisory people on the trip so that some may stay with the students.

DAY 3 - TUESDAY

ACTIVITY: Following breakfast, students were instructed on how to pack personal gear for the river. Boat groups met and went over procedures for filling and loading the rafts. After all boats were packed, the group met for a presentation of safety procedures for the river. Once on the river, the basics of maneuvering a boat were discussed. All boats stopped above Tepee Rapid and were given a presentation on eddies and currents and reading the river. Boat groups looked over Tepee Rapid and selected a boat captain to run it. Camp was set up. No evening session was held.

RECOMMENDATIONS FOR IMPROVEMENT: The group discussions on safety and on eddies and currents were too long. OB instructors need to periodically read their audience as some students became fidgety and unattentative. Idea of no night activity was good this night for personal self-reflection.

DAY 4 - WEDNESDAY

ACTIVITY: Breakfast and boat packing took up much of the early morning. We looked over Tepee one final time, then ran it. Stopped at Haystack Rock to inspect fossil beds. Stopped above Big Joe Rapid and took a long hike up Starvation Valley. Came back to camp, studied and ran Big Joe. Camp at Harding Hole. Interesting campfire discussion on attitudes and tolerance of others.

RECOMMENDATIONS FOR IMPROVEMENT: Excellent activity this day. In particular, the ecology and geology of Starvation Valley is quite fascinating. Less OB talks, great communication among students.

DAY 5 - THURSDAY

ACTIVITY: Early morning departure on river to arrive at Mantel's Cave. Discussion and exploration of Indian artifacts. On river to Warm Springs Rapid. Study and run Warm Springs, camp just below. Evening session included a dress-up formal dinner followed by a talent show.

RECOMMENDATIONS FOR IMPROVEMENT: None. Excellent itinerary especially the night-time entertainment

DAY 6 - FRIDAY

ACTIVITY: Depart Warm Springs and travel to Echo Park. A tremendous water battle broke out between boats. Everyone survived. Resupply of water and travelled on to Mitten Park fault. Short hike to study Indian history and geology. Travel on to Jones Hole. Set up camp and hiked to Pictographs. Swimming at the side creek swimming hole. Formal dinner followed by an awards ceremony and graduation exercise.

RECOMMENDATIONS FOR IMPROVEMENT: None

DAY 7 - SATURDAY

ACTIVITY: Very early morning departure. Travel to and run Whirlpool Canyon and Island Park. Lunch at Rainbow Park. Travel to, study and run Split Mountain Rapids. Stopped just below Inglesby Rapid for evaluation of Outward Bound Instructors. Discussion of procedures for de-rigging boats. Arrive at Split Mountain Campground. De-rig and wait for OB to return from Vernal, Utah, with keys to vans. Travel to Dinosaur National Monument. Independent tour of facilities. Return to Deer Lodge Park to pick up the additional vehicle. Dinner at Steamboat Springs, return to Colorado Springs.

RECOMMENDATIONS FOR IMPROVEMENT: Considering the amount of travel, it might be advisable to spend this night camped out and return the next day.

DAY 8 - SUNDAY

ACTIVITY: Parent-Planned W. E. E. S. Family Picnic. Recognition and awards ceremony.

RECOMMENDATIONS FOR IMPROVEMENT: None

DAY 9 - MONDAY

ACTIVITY: Debriefing of the river trip in small group sessions. One person from each boat per group. Oral discussion and written evaluation of the experience.

RECOMMENDATIONS FOR IMPROVEMENT: None

DAY 10 - TUESDAY

ACTIVITY: Continuation of River debriefing.

RECOMMENDATIONS FOR IMPROVEMENT: None

DAY 11 - WEDNESDAY

ACTIVITY: Final Seminar debriefing. Students took the attitudinal survey and anecdotal evaluation of the goals of the program. Final logistical details including lost and found. Slides and films of the program shown for all those interested.

RECOMMENDATIONS FOR IMPROVEMENT: Perhaps this final debriefing could be split into smaller sections. Many students had digital fatigue and some mental fatigue.

DAY 12 - THURSDAY

ACTIVITY: School Out.

IV. STUDENT'S EVALUATION. Following the experience students participated in debriefing exercises involving oral communication and a written report on the goals of the block. Presented here are the results from the written work as it also reflects their verbal opinions and attitudes. Students were provided with a list of the objectives stated for this block. From these objectives

they were asked to answer the following questions. A different number of responses indicates lack of response to some questions.

EVALUATION OF THE YAMPA RIVER EXPERIENCE

1. a. Take each objective stated above. Did the River Trip effectively fulfill all of these objectives for you?

Yes.
Yes.
I think every single one was fulfilled - in fact, those are exactly the things that made the most impression on me.
A - Not enough stress; B & C - Very much; D - could have been more ecology; E - instructors were great here; F - needed more.
The river trip seemed to bring everything we started to do this semester all together. I feel it dabbled in a lot of these objectives.
Yes, I feel that the river trip fulfilled all these objectives and a few more even.
Yes, very much so.
Yes.
Yes - all of them.
Yes, to the fullest I could have expected.
It touched on all of them fairly well.
A - No; B thru F - Yes.
Yes.

b. If not, which objectives were not fulfilled?

F Objective, I feel, is worded wrong or our group did not become the security "blanket" a lot of us needed. The instructors did try to bring unity to the group.
A - I never hit my potential limitations from stress.

c. How could they have been fulfilled?

More personal stress. More stress on ecology.
One way is to have a friend to help you along but this would defeat some of the other objectives of working with and reacting to different people in W. E. E. S. so really F cannot be solved as yet but may be reworded.
A - I don't believe I would like to tell "how."
The whole thing brought us (W. E. E. S. students) all closer together as a working group. It made us realize the limits of our ability. It got us closer to nature so that we saw it in a way as a friend that we have to protect that friend.

2. a. For you, what was the most valuable part of the river trip?

Men (and women) overboard.
The atmosphere.
I guess captaining the raft through rapids and feeling that I did a good job of it, because I have never liked accepting a leader role and being forced to do so I found I did a better job than I had thought I would.

Being away from the people of the city and getting a chance to see what is going on in my life in the city. I learned a lot from the Outward Bound Instructors because of their lives.
This is a very hard question; there was just too many parts that were valuable. I guess one would be how I saw some of the kids change from the first week of this program to now. This was amazing.
The most valuable part was being there and trying to learn all the things the river had to offer.
It all was valuable; I feel though that being a student captain was most valuable.
The most valuable parts of the trip were the teamwork throughout the week and just being in that wilderness. It made me feel alive.
Learning to trust others in my boat as well as working well together to make a good trip.
The days (time spent on the river).
The geology and the group cooperation.
The chance to be alone. Even if you were surrounded by people you could concentrate on the strength and quiet of the natural surroundings.
The way the group worked together and how we got to know each other better. I think the best part was the feeling of peace and sincerity I felt for nature.

b. Why was it valuable to you?

It taught us that if you keep your cool in a potentially dangerous situation it can be safely handled.
The people I got to know; what I saw; the feeling of working together; being in scenic wilderness - all left me with a good feeling about the river, the people, and myself.
It was valuable learning my place in nature and conservation because that is what I want to do.
I feel good to know that people use their heads more and think more before they say something. My theory is everyone is an asshole, some are bigger than others, and it made me feel happy that W. E. E. S will have produced a few assholes that are smaller than others.
It was valuable for me because I was able to find out what some of my limitations and strengths were. Which is one of the reasons why I entered the program.
I made to give directions when they were needed. To make and follow through with those decisions. That you sometimes had to yell at someone to make them follow directions if they weren't.
At first I was critical and uncertain as to the others' abilities. I was too quick to judge where I had no rights. My eyes were opened and I'm glad of it. I grew as a person and will not be so quick to judge others or put myself above them.

3. a. What aspects of the trip could definitely be improved?

Food.
Earlier to bed; more free time.
I think it would have been better if everyone had known more of what was going on when we first arrived at Deer Lodge Park. The confusion was kind of frustrating for some.

More introduction.
Maybe a solo trip if it could be worked in.
Could have been told more about what to expect.
I think that even though my parents did not go, the parents that did should have been with their kids. It's not often we get a change like this.
The communications between their group and ours.
I don't know if it would have been possible, but it could have been longer. There was so much to see, but we could only touch on it.
More organized meals. Conflicting personalities in the same boat. Trying harder to get along with your OB instructor the first days.
If we could have been able to stay longer at different places. To have taken more hikes. To have stayed at least a couple days, at least two at each place we stayed.

b. How?

Better planning.
Better allotting of my time, less campfires.
Remind kids what to bring and maybe have kids meet the OB's before the trip began.
Make it longer and separate the groups.
Get it so that at least one person in each boat knows what they are doing. Not the same boat. Try harder.

V. INSTRUCTOR'S EVALUATION. When one looks at the established goals of this block, it is evident that they reflect the program goals to a much greater extent than any other block. Here is our evaluation of each goal as met by this experience.

1. GOAL A: Provide the student with a self-realization about his potential and limitations through a stressful experience. The river provides ample opportunity for this to take place. In particular, the planning and execution of running a rapid provides each student with an opportunity to become involved in the decision-making process. Since each student has an opportunity to captain a boat through a rapid, they each confront their own potential strengths and weaknesses. This self-realization and self-analysis is unavoidable under these circumstances.

2. GOAL B: Strengthen the student's ability to work and react with other people while working toward a common goal. The unique aspect of a river trip is that students are thrown into a situation where they must work with a boat crew with many unfamiliar personalities. The boat crews function independently from each other, they become self-sufficient in providing for themselves. Not only must they cooperate while maneuvering the boat, they are responsible for setting up camp together and cooking together for the whole group. Their common goal is the safe and enjoyable completion of this river experience.

3. GOAL C: Encourage the development of positive concepts about education, people and self. The dramatically important thing about the experience is that it illustrates the point that education does not begin and end with

school. It illustrates the fact that all education is inter-disciplinary and on-going. It also illustrates the insignificance of man as he is dwarfed by the magnificance of the Yampa River Canyon. In terms of personal self-concept, this goal ties in with goals A and B by providing situations where students need to evaluate their own strengths and weaknesses. A student journal quote demonstrates a feeling that developed among many. "I didn't think I could, but I did."

4. GOAL D: Provide a comparison of geologic and ecological concepts studied in previous experiences. Following the Life Zones Block, the Yampa Canyon provided students with the opportunity to make comparisons with life zones and life forms found in Rocky Mountain National Park. It also provided a great contrast in geologic features from the Pikes Peak Uplift formations around Colorado Springs, to the glacial activity of Rocky Mountain National Park, to the sedementary deposits and stream erosion of the Yampa River Valley.

5. GOAL E: Encourage the development of favorable and constructive attitudes concerning the environment and its preservation. These kinds of attitudinal changes take time to develop and through the period of the Seminar, there has been improvement in this area. On this experience, as the last of the Seminar, there was much evidence for concern on the part of the students. Students initiated discussions of the politics of maintaining wild rivers, the control of environmental impact on the river and on the necessity to maintain clean and national campsites. Observation of wildlife along the river generated concern for their preservation.

6. GOAL F: Provide the student with the opportunity to confront his own emotional and physical fears with the security of a close working group. To a large extent, this goal is tied to Goals A and B. Prior to leaving for the river, many students expressed a fear of the river. They fear the possibility of failure on their part but many feared the water itself. By the third day of the trip, many students felt this fear had been replaced by a good healthy respect for the river. Some of this change in attitude is the result of increased self-confidence by confronting these fears face to face.

VI. CONCLUSIONS AND RECOMMENDATIONS. The river provides a unique opportunity for students to cooperate and interact on a personal level with other students, teachers and adults. The experience alone is valuable in developing attitudinal changes and self-realization. More impressive yet was the students eagerness to learn about the river, the canyon, and their relationship to each other. Although this experience was the most costly of the Seminar, it was also the most rewarding. These results create a dilemma for the instructor. How can this experience be provided and yet be done in such a manner that it becomes financially feasible year after year? To this end, the following recommendations are given. Many of these recommendations provide alternatives and each must be considered in terms of the goals a river experience should provide.

1. The continued use of Colorado Outward Bound with the following suggestions:

a. Obtain confirmation of the river trip six months to a year in advance to allow for planning the rest of the blocks into an organized, meaningful program.

b. More extensive use of District trained rafting instructors to help defray some of the cost.

c. Cut down the length of the trip to three or four days. It is possible to run from Deer Lodge to Split Mountain in three days. A savings of $900 results from trimming one day off of the river.

2. The exploration of other agencies to conduct the river program with the use of alternate river sites. It would appear that a meaningful river experience could be conducted on a three to four day trip on a river closer to Colorado Springs.

3. The development of a river program within the school. By using the $5,500 spent on this year's Yampa experience, the school could have purchased the necessary equipment to launch a river experience of our own. Expertise is available in the building and throughout the District to staff such a program. The advantages of this alternative include the flexibility of scheduling, the incorporation of a river experience into other areas of the school and to other schools in the District.

EVALUATION OF
LIFE ZONES OF CENTRAL ROCKIES

BILL HART, EVALUATOR

I. INTRODUCTION. The intent of this block was to put the students in a natural setting to study ecology, geology and biology while experiencing it. This extended experience was held at Rocky Mountain National Park with related local activities. While at the park, students were allowed to work independently on the various investigations provided for them in the Life Zones Field Manual. Among the investigations in the Field Manual were:

A. Ecology of the Colorado Mountains - A question and answer type investigation on the Life Zones Displays at the Denver Museum of Natural History.

B. Tree Identification - In the field work using a key and requiring observation and identification of more than ten different trees.

C. Dendroclimatology - A project on the identification and interpretation of tree ring development to climate.

D. Life Zones Profile - A trail project on observation, interpretation of the different life zones.

E. Sums Angles N-S Slope - Observational and data collecting on the effects of sums angles on vegetation cover.

F. Animal Tracking - Observational trail investigation on identification of animal life found in the park.

G. Geologic Observation - Question and answer investigation on the geologic processes involved in the formation of the park and their relationship to the ecology.

H. Topographic Map Work - Interpretive use of topographic maps of the area involving calculations, observation and creative route finding.

I. Snow Project - Experiment-oriented project on the chemical and physical impact of snow on an area. Environmental impact emphasized.

J. Fire Burn and Blow Down - Observation and analytical study of these two natural forces. Observe and deductive reasoning on the effects on plant and animal life.

K. Effects of Man on Biomes - An indepth study on the way man affects a particular biomes. Observational but more particularly logic and reasoning are encouraged. Analysis of a particular problem involving the unequal migration of deer in the park according to genetic difference.

As is evident from the investigations covered in the manual and considering the setting this work was completed in, the Seminar staff feels this could be the

most educational experience of the Seminar. Although the block was tremendously successful as this evaluation will show, several factors need to be eliminated for its total success. Some of these will be discussed in the context of this evaluation.

II. GOALS OF LIFE ZONES BLOCK.

A. This experience will expose students to various life zones found in Colorado.
B. This experience will acquaint the student with the geologic history of major field study areas in Colorado.
C. This experience will show the impact of man on various life zones in Colorado.
D. This experience will develop practical and aesthetic appreciation for outdoors.
E. This experience will develop outdoor skills such as backpacking, camping, wilderness subsistance.
F. This experience will allow students to study the distribution of plant life throughout the different life zones.
G. This experience will allow students to study the distribution of animal life throughout the Life Zones.
H. This investigation will allow students to study plant-plant; plant-animal and animal-animal inter-relationships.

III. ITINERARY.

DAY 1 - SUNDAY

ACTIVITY: Previous planning involving students took place in terms of food planning, buying and organization. This was the first meeting of the block involving all students. During this meeting, group equipment and personal backpacking gear was organized and checked out. A checklist of personal equipment was discussed and cook groups were assigned. A brief discussion was held on the resource books available in the vans. The itinerary was discussed and the instructor went over the objective of the experience.

RECOMMENDATIONS FOR IMPROVEMENT: This briefing session was well conducted and organized. Because of the conflict in time with the Yampa River trip, this meeting was held on Sunday. It is advisable to prevent these conflicts and allow two to three days around the school for a more thorough briefing and preparation. In terms of preparation, some sessions on geology, ecology, use of keys, etc., are needed.

DAY 2 - MONDAY

ACTIVITY: Leave Wasson early morning, travel to Denver Museum of Natural History. Students were allowed several hours for completion of Investigation A on Colorado Ecology. Travel to Rocky Mountain National Park and set up camp at Moraine Park. Following dinner, travel to Park Headquarters for a slide and film presentation of winter mountaineering and hypothermia.

RECOMMENDATIONS FOR IMPROVEMENT: Suggest an earlier starting time as more time was needed at Denver Museum of Natural History.

DAY 3 - TUESDAY

ACTIVITY: Early morning rise and breakfast. Travel to Horseshoe Park. The students were divided into three groups. One hour was spent on each of the three discussion groups. The topics covered were:

Group 1 - Dendroclimatology and Stream Analysis.
Group 2 - Tree identification, observation terminology and techniques.
Group 3 - Geology observations and the effect of elk and deer populations on the park.

Following lunch, students took a short hike to Moraine Park Visitors Center for observation of animal life displays. Following dinner, travel to Park Headquarters for slide presentation on the plant and animal life found in the different life zones.

RECOMMENDATIONS FOR IMPROVEMENT: In all a very busy day. More time is needed in each discussion group in the morning activity. Slide presentation by Paula Kessinger was excellent.

DAY 4 - WEDNESDAY

ACTIVITY: Early morning breakfast. Break camp, preparation for hike. Because winter rules were in effect, only fifteen people were allowed to camp in the same drainage. Students were allowed to choose the hike to Fern Lake or to work out of a base camp at Moraine with day hikes around the park to complete their investigations. Both groups hiked into the Pool, approximately two miles from Moraine Park. A short discussion was held with both groups at the Pool on what they had seen along the trail, tree identification and some geologic observations for their field manual. Group one backpacked into Fern Lake and set up camp. Group two returned to Moraine Park and worked on the investigations. At Fern Lake, students were instructed to finish the topographic map investigation before proceeding to other. Free time was provided at the lake for glissading and exploration.

RECOMMENDATIONS FOR IMPROVEMENT: The situation arising because of park regulations created some discontent among students who could not make the trip to Fern Lake. With additional supervision, it is recommended to split up the groups and allow for an extended backpacking trip to different drainages. Although the primary concern is to provide students with the opportunity to travel through and live in the different life zones, the investigations were able to be completed in both environments.

DAY 5 - THURSDAY

ACTIVITY: The group at Fern Lake took an early morning hike to Odessa lake in an attempt to reach the Arctic-Alpine Life Zone. Although Odessa Lake was reached, the snow cover prevented travel to this zone. Observations were made at the lake and appropriate entries put in the field manuals. The group returned to Fern Lake and worked on field manuals for remainder of the day. The group at Moraine Park travelled to Bear Lake and conducted

the observations and chemical experiments on snow for the snow project. This was followed by a hike up Fall River Road in an attempt to make the necessary observations on sub-alpine zone. The remainder of the day was spent on completion of the field manual and journal entries.

RECOMMENDATIONS FOR IMPROVEMENT: Itinerary for both groups provided students with the opportunity to make field manual entries and complete the assigned tasks. The Fern Lake group had the addition of a strenuous physical experience which needs to be incorporated as in the suggestion for the previous day.

DAY 6 - FRIDAY

ACTIVITY: Fern Lake Group broke camp and hiked back down to Pool. Following lunch, the group hiked up to Cub Lake. The fire burn at Cub Lake was studied and appropriate responses were put into the field manual. The group from Moraine Park hiked up to Cub Lake in the morning and the two groups met at the lake. Likewise, Group 2 completed the investigation on fire burn and blow down. Hiked back down to Moraine Park. Following dinner, travel to Estes Park for several hours. Students' free time. Returned to Moraine Park for final night.

RECOMMENDATIONS FOR IMPROVEMENT: As the two groups met again, there was an obvious division. At dinner, the Fern Lake Group stayed together and the Moraine Park group did the same. This situation can be helped by providing equally satisfying experiences for both groups as suggested under recommendations for improvement, DAY 4.

DAY 7 - SATURDAY

ACTIVITY: The group from Fern Lake travelled to Bear Lake to make observations and collect data on the snow project. The Moraine Park group remained at the campground to complete the investigation on Dendroclimatology. Broke camp at noon and began trip back to Colorado Springs. Field Manuals were collected.

RECOMMENDATIONS FOR IMPROVEMENT: It appeared this last morning was a poor time to finish these investigations. Students were ready to break camp and return.

DAY 8 - SUNDAY
Off

DAY 9 - MONDAY
Off

DAY 10 - TUESDAY
Off

DAY 11 - WEDNESDAY

ACTIVITY: Meeting at Wasson to check in group and personal gear. Started the debriefing session by showing slides and discussing questions on Investigations A, B and C in Field Manual.

RECOMMENDATIONS FOR IMPROVEMENT: Some enthusiasm was lacking in the debriefing. A more student-oriented discussion of the Investigations is recommended.

DAY 12 - THURSDAY

ACTIVITY: Meeting at Wasson. Continuation of Wednesday's debriefing session. Discussed Investigations D, E, F, G and H.

RECOMMENDATIONS FOR IMPROVEMENT: Same as DAY 11.

DAY 13 - FRIDAY

ACTIVITY: Final debriefing session. Discussed Investigations I, J, K. Good discussion on impact of man. Spent considerable amount of time in a verbal debrief on the good and bad points of the block. A summary of this discussion is found in the students' evaluation that follows.

RECOMMENDATIONS FOR IMPROVEMENT: Recommend a statistical evaluation from students along with the verbal opinion sharing.

DAY 14 - SATURDAY
Off

DAY 15 - SUNDAY
Off

DAY 16 - MONDAY

ACTIVITY: Started work on the research project, "Pond Analysis". Meeting at Wasson to discuss the week's itinerary, procedure for data collection and a demonstration of all the equipment they would be using. Included in this are plankton net, Anemometer, Secchi Disk, sounding line, Hack Water Test Kit, Modified Kemmerer Sampler, Wet-Dry Breth Thermometers for relative humidity and care and use of the raft, life jackets.

RECOMMENDATIONS FOR IMPROVEMENT: It is recommended that we expand the options for this research topic. To do so may require more time allotment but values can be seen.

DAY 17 - TUESDAY

ACTIVITY: Meeting at Sintons Pond. Students worked in groups on the previously divided tasks and collected data and made observations. Afternoon at Wasson Science Lab for microscopic examination of pond organisms.

RECOMMENDATIONS FOR IMPROVEMENT: An alternate pond needs to be found because the owners are somewhat reluctant to let boats out on this pond.

DAY 18 - WEDNESDAY

ACTIVITY: Meeting at Sintons Pond. Finish up observations and data collections as in DAY 17. Afternoon meeting at Wasson to share data necessary to graphs and conclusions.

RECOMMENDATIONS FOR IMPROVEMENT: None

DAY 19 - THURSDAY

ACTIVITY: Students were allowed independent study time to work on graphs and conclusions for research paper on "Study of an Aquatic Community".

RECOMMENDATIONS FOR IMPROVEMENT: None

DAY 20 - FRIDAY

ACTIVITY: Meeting at Wasson. Discussion of reports, graphs and conclusions of Aquatic study. Reports were turned in. Pre-experience briefing of the Aquatics Block was held to discuss the next week's itinerary and requirements.

RECOMMENDATIONS FOR IMPROVEMENT: None.

IV. EVALUATION OF BLOCK.

A. Students' Evaluation. During the debriefing session, students reacted to several phases of the block. In general many agreed that it was one of the most educational, not only in terms of what they had learned but in terms of their appreciation for the out doors and the protection of all it has to offer. The students responded well to the Rockey Mountain National Park staff that assisted us they they reacted unfavorably to the restrictions placed on the group by Park Regulations. In particular, the camp set up at Moraine Park where many other campers were present, the regulation limiting the number of campers in a particular drainage, and the constant scouting of Park Rangers around the campsite. Many reacted unfavorably to the tight schedule at the Park and some felt that students needed more free time. In particular, one student's comment stands out. "Wow, Mr. Hart, this is really a neat place, we should be out climbing rocks instead of going to museums and stuff."

As far as the field manual goes, most students recognized the opportunity afforded them to learn about geology, biology, ecology, etc., and as stated previously, they felt they derived a great deal of useful information from the manual. Some felt too much was required and not enough time was allowed for its completion. Many students felt the time spend debriefing could have been better utilized or the sessions made more interesting. Most students enjoyed the "Aquatic" community study and felt it was worthwhile but did express their desire to open up the research work into more variety of topics for them to explore.

B. Instructor's Evaluation. In many ways, this block was the most rewarding. Its structure expresses the true concepts of experiential education. As stated in the introduction, several factors prohibited its total success. Among these are: (1) The rules and regulations of the National Park prohibiting flexibility in planning and prevented some students from the extended backpack trip; (2) The commitment made to Outward Bound for dates on the river prevented flexibility and proper pre-experience sessions in preparation for this block; (3) The block was the last of the seminar for many students, mostly seniors who were suffering from seniorities even in this setting; (4) Due to the location of the block at the end of the

Seminar, the second patrol was unable to properly debrief the experience in order to gain the utmost out of it.

In spite of these drawbacks, which can be quite easily dissolved, the block did accomplish its stated objectives and in the opinion of the Seminar staff can be one of the most rewarding blocks the Seminar has to offer.

In terms of the objectives set up for this block, here is our evaluation:

1. GOAL A. This experience will expose students to various life zones found in Colorado. Initially this goal was developed at the Denver Museum of Natural History where the students first become familiar with the Colorado Life Zones. At Rocky Mountain National Park the first campground was in the Montane Life Zone and students travelled to the Sub-Alpine. The Alpine tundra was observed at a distance due to the snow cover in the area.

2. GOAL B. This experience will acquaint the student with the geologic history of major field study areas in Colorado. This goal was achieved through the small group discussions at Horseshoe Park as outlined on DAY 3 in the itinerary preceding. Geologic observations were called for in the Field Manual under Investigation B, Geologic Observations, and H, Topographic Map Work. Displays on the glaciation in the park was observed at Moraine Park Visitors Center.

3. GOAL C. This experience will show the impact of man on various life zones in Colorado. In this study the impact of man was not related to separate life zones. Instead the overall impact on ecology was studied. In particular, Investigations J, Fire Burn and Blow Down, and K, Effect of Man on Biomes, dealt with this concept. During the period of the experience, this topic came up for discussion quite often and was a major consideration in the entire experience.

4. GOAL D. This experience will develop practical and aesthetic appreciation for outdoors. This block provided students with the opportunity to explore the outdoors with a greater awareness of what is happening around them. Many students expressed the fact that while on a hike they are capable of using the knowledge they have gained to be more observant and appreciative of the biological and geological surroundings.

5. GOAL E. This experience will develop outdoor skills such as backpacking, camping skills, wilderness subsistance. The total achievement of this goal was not realized by all students because of the previously mentioned restrictions placed on the group by Park Officials. For those students who went to Fern Lake this goal was definitely a reality. This goal is important and should be retained as suggested under recommendations for improvement, DAY 4, in the itinerary.

6. GOAL F. This experience will allow students to study the distribution of plant life throughout the different life zones. The following investigations of the field manual helped in the achievement of this goal:

Investigation A - Ecology of the Colorado Mountains.
Investigation B - Tree Identification

Investigation D - Life Zones Profile.
Investigation E - Sims Angles - N-S Slope.

In addition to these investigations the slide show at Park Headquarters as outlined in the Itinerary, DAY 4, tied all of this information together.

7. GOAL G. This experience will allow students to study the distribution of animal life throughout the Life Zones. The following investigations in the field manual helped in the achievement of this goal:

Investigation A - Ecology of the Colorado Mountains.
Investigation D - Life Zones Profile.
Investigation F - Animal Tracking.

Several factors were involved in addition to these investigations. The slide show at Park Headquarters dealt with the various animal forms found in the different Life Zones. The animal displays at Moraine Park Visitors Center were observed and more importantly the wide variety of animals observed uring the experience, including deer, elk, porcupines, skunks, snakes, tree and ground squirrels, rabbits, hawks, coyote, marmot and an endless variety of birds.

8. GOAL H. This investigation will allow students to study plant-plant, plant-animal and animal-animal inter-relationships. During the entire block, all organisms were observed and studied in a natural habitat and these relationships were always present. More importantly the relationships were also studied with the concepts of geologic and climatic variances in mind.

In conclusion, this evaluation illustrates the tremendous success of this block in terms of its established goals. It has also provided for new goals that were previously unknown and their incorporation can add to the strength of this experience.

APPENDIX I

EVALUATION OF LIFE ZONES FIELD MANUAL

BILL HART, EVALUATOR

INTRODUCTION. The Life Zones Field Manual was written to provide Seminar students with a guide to follow in their exploration of Colorado Ecology. The investigations were written with the goals of this block and of the Seminar in mind. This evaluation is an attempt to look at these investigations and provide recommendations for their improvement.

INVESTIGATION A - ECOLOGY OF THE COLORADO MOUNTAINS

As an introductory investigation into the study of Life Zones, this part of the manual was very successful. It involved a trip to the Denver Museum of Natural History and required students to observe the displays in the Walter C. Meade Ecological Hall. Questions were prepared from "Ecology of Colorado Mountains to Arizona Deserts" by Helen Moenke. In general the questions were relevant and required some deduction on the part of the students. Some students felt they did not have adequate knowledge to complete the questions. The questions were divided according to the displays and this seemed to work quite well. A problem arose, as it does in classroom situations, where one student did the work and several others copied. As far as recommendations, this investigation accomplished what it set out to do so the only improvements could be in reviewing the questions for relevancy and wording. More time is needed while the students are at the Museum and more restrictions need to be placed on students sharing their work.

INVESTIGATION B - TREE IDENTIFICATION

As written, this investigation is very structured with the instructor pointing out a particular tree and giving it a corresponding number, then students make observations and finally identify it using the key provided. The investigation needs a glossary of sorts to explain the terminology in the test. As far as the actual identification, I feel it should be more open ended with students responsible for recognizing different trees and making observations on their own.

INVESTIGATION C - DENDROCLIMATOLOGY

The examination of tree rings and their interpretation is most difficult under the best of conditions. Although students enjoyed the investigation and learned about the importance and use of tree ring research, they found it difficult to reach any definite conclusions. I would suggest that this investigation be written with the intent of exposing students to this kind of research and not in expectation of viable interpretive results.

INVESTIGATION D - LIFE ZONES PROFILE

This investigation is desinged to have students make observations and collect data at each of the different Life Zones. The concept here is basic to the entire block. It was very successful and only a few recommendations are needed. To begin with, asking students to collect data while on a hike is practically impossible. The investigation needs to be reworded in such a way that stops be planned and a considerable amount of time is spent in each Life Zone. Also, this investigation can be expanded for use in life zones that do not exist in Rocky Mountain National Park. These parts of the investigation could be done before the trip to the park. For example, the foothills zone could be studied around Colorado Springs and entries made in the manual before the trip.

INVESTIGATION E - SIMS ANGLES - N-S SLOPE

This investigation is well written and requires very little structural change. The only recommendation is on selecting a site for its completion. In this year's program, students selected their own N-S slope for study. As a result, some of the data was hard to collect. Actually the area around Colorado Springs and, in particular, Bon Trail, are more conducive to N-S slope studies than many areas in Rocky Mountain National Park. Perhaps this investigation could be done after returning from Estes Park.

INVESTIGATION F - ANIMAL TRACKING

The intent of this investigation was to make students more aware of the evidences for animal life in the outdoor setting. The students reacted quite favorably to this and spent a great deal of time searching for tracks and other evidence. The diagrams were sufficient for most identification and other books were available for more detailed information. The only recommendation is that the recording of animals found be done more formally requesting they list the location of their find.

INVESTIGATION G - GEOLOGIC OBSERVATIONS

This investigation required students to make observations of geologic formations in and around the park and arrive at some logical conclusions about their history and impact on the area. Students had some difficulty in this section because they felt they did not have adequate knowledge in the field of geology to make intelligent suppositions. Although a glossary was included much of the terminology was difficult for them. I would recommend the reconstruction of many of the questions and perhaps break them down into more bite-size pieces. Some geologic information is needed prior to the experience perhaps at the block briefing.

INVESTIGATION H - TOPOGRAPHIC MAP WORK

This investigation was designed to reinforce knowledge students had gained in the Field Science and Math Block. They were asked to interpret general information from the quadrant maps, determine distances, elevations, slope, take bearings and plan routes. I was most impressed with the retention by students of map and compass use. Most had little difficulty with this section. I would recommend that the investigation be one of the first to be completed while at the park. It gives the students a sense of direction and an awareness of where he is at.

INVESTIGATION I - SNOW PROJECT

In this project, students were asked to make observations, react aestheticly, make mathematical calculations and chemically analyze snow. Of all the investigations, this one needs the most work. In terms of their observations and reactions of snow, many of the questions were too shallow and poorly worded. Many students failed to see the significance of questions such as "Is snow a positive or negative thing?" These concepts about personal feelings of snow are valuable but can be handled in a more meaningful way. It was difficult to measure many of the required activities. Depth of snow was extremely difficult because of drifting and compact snow conditions. Comparisons of compact and non-compact snow in relation to water content were impossible to make due to the lack of non-compacted snow. Also, the idea of predictions about the chemical tests on snow did not work out because of the lack of background of Seminar students. The investigation has good potential but extensive work is needed in both format and required work.

INVESTIGATION J - FIRE BURN AND BLOW DOWN

This investigation was extremely relevant to the areas under study and the fire burn at Cub Lake was most useful in its completion. Many of the questions need to be reworded and reorganized with a general introduction to terminology prior to the questions and answers. Of extreme importance is the section requiring student interpretation of the effects of Fire Burn and Blow Down on the ecological balance in an area.

INVESTIGATION K - EFFECTS OF MAN ON THE BIOME

This investigation served as a valuable culminating investigation to the entire manual. Its most important contribution was in requiring critical analysis and thought on the part of Seminar students. Very little improvement is needed here except to provide a place for students to record all observable impacts man has had on the area. The problem presented at the end on the unequal migration of elk along genetic lines was extremely valuable and provided a unique opportunity for students to express their ability to reason.

Overall, the manual was very successful in answering the goals of the program. Minor improvements are needed in wording and organization but the success of the manual in its first year were quite satisfying.

PART III - GENERAL SEMINAR EVALUATION

A. Statement of Seminar Philosophy and General Goals.

1. Introduction. Following are the Philosophy and stated Program and Learner Goals of the Seminar. These goals should serve as criteria to determine the degree of the Seminar's success as an educational experience. In Section B under Part III, the Statement of Philosophy and Learner Goals will be evaluated by students, parents and coordinators. The Program Goals will be evaluated by the coordinators only, since students and parents were not generally in a position to make competent judgments on most of those stated goals.

2. Philosophy. Wasson's Experiencial Education Seminar will integrate the traditional classroom with a variety of non-school environments to facilitate the learning process and help students to better understand the relationship between themselves and their school and community. While preparing the student to participate in these non-school environments, the program will also provide for individuality in the learning process with a variety of teaching methods which compliment the formal classroom setting.

3. Objectives.

a. Program Goals. The W. E. E. S. Program will:

(1) Identify learning environments outside the classroom.
(2) Offer more intensive learning experiences in a wide variety of subject areas by exposing students to environments which reinforce those experiences.
(3) Provide settings which actively cultivate compassion and responsibility for others in human relationships.
(4) Develop an inter-disciplinary approach through cognitive and affective field experiences.
(5) Provide teachers in every discipline the opportunity to design experiential programs in their area since the seminar curriculum can and should vary from semester to semester.
(6) Evaluate the effectiveness of the program and continually strive for improvement through modifications and change.

b. Learner Goals. Students participating in the W. E. E. S. Program will:

(1) Acquire skills of judgment and awareness and apply them to a number of realistic situations.
(2) Improve motivation toward self-discipline and self-realization through a total immersion into the learning experience.
(3) Develop attitudes and values conducive to the maintenance of a quality environment.
(4) Cultivate initiative and creative approaches to problem solving and self-expression.

(5) Reflect an aesthetic appreciation for different learning environments.
(6) Develop habits of good health and physical fitness.
(7) Improve cooperation in group situations.
(8) Develop personal confidence and positive self-concepts.
(9) Develop an attitude of recognition and acceptance of personal strengths and limitations.
(10) Recognize and accept personal responsibilities and demands placed on him by the group.
(11) Reflect more positive attitudes toward his fellow students, teachers and members of the community.

B. Evaluation of Effectiveness in Achieving Stated Seminar Philosophy and Stated Goals.

1. Students' General Evaluation for the Wasson Experiential Education Seminar - Year I.

a. Introduction. At the conclusion of the Seminar, students were given the following questionnaire to gather their statistical and anecdotal reactions to the program in general. Thirty-three students responded. Below, under the questionnaire format given to them, is compiled the responses of the students.

b. Responses to the Evaluation Questionnaire.

PART I - GENERAL COMMENT

Please make any general comments you desire about your own emotional and intellectual development during the course of the Seminar.

I am not quite as troubled when other people are around me as I used to be. I have become a little more confident of myself. I think that the intellectual growth was not as much as it would have been had I been in regular classes.

I feel I have more of an ability to do hard things without hesitation. I also understand people better and are trusting them more and more. Now I have the feeling I will be a benefit to other people, a feeling I didn't have before.

Out of the classroom situation works a lot better. It's better condition to learn in. It doesn't even seem like school.

I really learned a lot about the way I feel about a lot of things. I've learned that I really enjoy being alone and quiet. I'll probably never fit in as a Wasson social again but I don't think I'll mind.

Before the beginning of the program, I use to not speak out about certain things, but now I feel it my duty. I use to do things without thinking, but now I think more. I have changed, I enjoy life more; in school my smiles and joy were sometimes just a front to hide my real feelings. I've learned to show my feelings a lot more. I've grown to see people like they are and not what they try to be. I have learned a lot of things I could never have found out about in school: archaeology, surveying, stars, people, life, rivers, trees, Indians, etc. I have learned to be a more independent person, which is very important to me.

I've learned a lot, but it's very hard to write it all down. The things I've learned materially, like Math, English, and stuff like that, I feel are obvious. Even that is far more than I could have learned in a classroom. The reason for this I think is that I didn't feel like a computor tape or something in W. E. E. S. I learned what I wanted to and got out of it what I put into it and more.

This program was a very emotional thing for me to experience. I think this attraction towards most people in the Seminar is the most precious experience the program has to offer. Everything should be done to preserve this feeling in each other for future Seminars.

I wouldn't have given this up for the world and would do it again if I could.

Intellectually, I gained miles and miles because of the atmosphere for learning during the program. I think the most valuable experience educationally for me was the Southwest Indian Trip - I learned many new things about the Indian of today. Emotionally, the area I've gained most in is my faith in the Lord. That was the only thing that got me down the rapids on the Yampa, me being the chicken I am. I also learned how really hard it is to love everyone when we have all been living together for eight long days (just that in itself is a learning experience).

I feel I've really learned a lot, not only about things, but about people and life itself. I tried many times to make friends with members of W. E. E. S. and only succeeded with a few. I had no friends (hardly knew anyone) at the beginning; it seems it's still that way. People don't really like to break out of their groups. I don't really understand this. It seems I've learned a lot about people and the way they are. Most people believe one thing and you can't change their minds or even attempt to tell them your way of feeling.

I honestly feel that I have learned more about life and things that will really help me meet life head-on in the last six months than I had in the rest of my whole of my high school career previously. As Bruce Rhode said at the Senior Commencement, the facts are soon forgotten but the relationships that are developed are the true essence of education. This was the basis of W. E. E. S. for me. W. E. E. S. also has raised me from the previous apathy that I had about our social and environmental conditions to a position that could even be considered radical. The two blocks in particular that aided me in this were Politics and Government, and Life Zones in the Central Rockies. Minor blocks that helped were Indians of the Southwest, and Yampa River. Yampa River, I felt, brought together everything, working together socially and studying and coming to love the various natural environments.

The program was something that I really needed. I was really disillusioned with school - and with people in general. I learned how to give myself to the group, how to cooperate with people. I learned that I love the outdoors, and being strong and healthy. I learned just a little about a lot of things that I want to learn a lot more about - and that was neat because I found interests that I never knew I had. Well, I guess I can really say exactly how I changed emotionally, but I had a lot of time to myself to think things through and it was good for me.

I have more of a drive to learn than I've had in a long time. I feel that I am more emotionally stable and a bit more logical.

During this semester my development not only has shocked me but it has shown me an awful lot of things that I thought I never would have been interested in.

I've matured in a way that I never would have in school. I have a better understanding of what's around me or what to return what is given. I relate with people in situations with a more open understanding which I express more freely. I'm more willing to give people a kick if they need it or a hand.

During this Seminar I have learned how to get along with people and what they mean to me. I have learned how to act with people my own age and older. I also learned self-confidence which is something I lacked totally before this Seminar. I have become very close to people I didn't even know. I also got up and sang which is something I would never have even dreamed of doing before. People have different reactions to different things but I believe W. E. E. S. has been the most important thing in my life. I have learned more than I could ever have expected to in one year. I just hope as many people as there can be get to have this experience. I learned how to relate what I have learned to life and other people which is the most important thing to me.

I feel much closer to a lot of people which makes me feel more important as a person. It makes me feel good when I can look at a rock or a river or the paper and understand what it is about!!!

I learned quite a bit about people. I liked doing almost everything that we did.

W. E. E. S. has been a very valuable experience for me. Probably one of the most important parts of my life. I feel I have learned a great deal about myself and other people. I think I also learned a lot of things that will be useful to me in the later years. What more can I say! It was beautiful and I will always remember it.

I think I learned to be more independent and trust my own judgment.
I learned to like people who, last year, I could not have been able to talk to. I feel that I have acquired a bit of the needed organization in my life and I will definitely need it later on.
I have learned to respect others instead of criticize them. Now I feel like I really want to learn all that I can, through books and teachers, instead of not wanting to.
I really think that I learned more about the subjects taught than I would have in the classroom. I learned a lot about myself and what people and things mean to me.
I've really become a nature freak. I stay on the trails, go out of my way to avoid stepping on bugs, and I don't pick wild flowers anymore. And it's a great feeling. I can accept people more for what they are and not what they should be.
I've noticed that I have grown emotionally in a way that I can communicate much better with people and surroundings. I can control my emotions much better now than I could before. I have been able to accept people for what they are with no questions asked. To sum it up, this program has given a whole new insight on people and my environment in which we live.
Know more about many things I never knew about before and added more knowledge about some I knew something about. I ask myself more questions as to what is going on around, what is around me, and the value of it all. Driving along in a car you look out at the trees and wonder what kind they are. I read about City Council and I'm interested in who said what and what they are standing for. Living in close quarters with other people you can really get to know them. Trying to quit little things that annoy other people. Sitting and listening to people talk to you forever, or so it seems. Finding a friend who is so like you, you can almost always tell what is going on in their mind. And at the end of it all, wishing that it was the first day again, down at the Red Cross Chapter House trying to bandage someone's finger. It's been an experience never to leave my memory.

PART II - PHILOSOPHY AND GOALS

Below is the statement of philosophy for the Seminar. After reading it, please answer the questions below.

> "Wasson's Experiential Education Seminar will integrate the traditional classroom with a variety of non-school environments to facilitate the learning process and help students to better understand the relationship between themselves and their school and community. While preparing the student to participate in these non-school environments, the program will also provide for individuality in the learning process with a variety of teaching methods which compliment the formal classroom setting."

1. When should the formal classroom setting be used in education:

   Only for classes that require hard thinking, like math or physics, chemistry, etc.
   At the beginning years, about one through eight plus twelve to expose the student to it so when he gets in a W. E. E. S. program he will appreciate it, and get something out of it.
   Never, except maybe for an introduction.
   For background information and sometimes for diagrams.

For movies, tests, when you can't get outside or to see something.
Only if there is no other alternative.
Only for the basic introduction into a subject is necessary (Field Math, Sailing).
When explaining abstract or unseen things like calculus of electron configuration.
When used to provide an introduction to, for example, one of the "outdoor" blocks of W. E. E. S. Many of the pre-experience facts needed to be learned could be gotten in a classroom.
Actually, there is no set thing. It seems there are a few things that you need to sit down and talk about, but why a classroom? Parks, churches, and places like that seemed neat to do classroom things in.
When there is something that can't be done outside but needs to be done inside. But most everything can be done outside.
Only when no real life situation can be found to show what is trying to be taught; e.g., history, calculus, etc. Also, when necessary tools can only be found in a classroom; e.g., phisics lab, computer lab, etc.
Whenever details must be introduced to familiarize a student with a subject in order for the student to appreciate that subject experientially.
Only when you're trying to impress someone with your organization when the teacher is at ease and so are the students - everyone learns something.
It can be valuable in learning the basics of some area of study, for example, the Indians - for getting a general knowledge of an area before being exposed to the real thing.
To get basic math, English, History, etc. - tests (not grades) are important to know how much a student is learning.
The formal classroom should be used for transmitting knowledge directly from teacher to pupil and only what needs to be learned that way.
When discussing preparations for a winter expedition, when it is -40° outside.
In use with math.
No in W. E. E. S. It should be used in a large brick building with windows and halls.
When a child is first starting school because then is when they need to know and learn discipline and how to learn.
To get a general background of what is going on.
I think that the classroom setting should be used only for subjects that have a lot of writing and lecturing.
I think it should be used for the first few years. The student will then be able to appreciate the program and have a foundation to start on.
As little as possible. When there is no way that particular subjects can be taught effectively outside the classroom.
Rarely. Only when the experience can't be given.
When facilities aren't open to use and for general discussion of something.
When nothing else is available.
Occasionally when it is the only way possible, like a typing class, or one where many supplies are needed.
Only when the feeling of learning is not being shared by the students. In other words, very rarely.
Only when it is necessary.
Only when circumstances require it!!!
Formal classroom setting should be given to the students who want it.
Others: classroom should be used when no outside learning facility will help in more understanding of the subject.

2. What role does the school have in the community?

To teach people what the community wants out of them.
Education purposes.
Functions as a place to acquire essential knowledge and extra stuff for jobs, usually things you will never need.
To teach kids things such as math and sometimes, not much, about life and people.
To educate people before they go out and do more harm than good.
The school has the responsibility to teach these basics to the students.
The school is supposed to provide trained workers for the community. The job is practically impossible to do because of the variety of jobs to train for (for instance, a chemical worker will probably never use trig but is taught it because many jobs will require it).
The school system should take care of the social life of the student, as well as his education.
Teaching people, but there should be no set way to teach them. Some don't communicate in rooms, others might not in the woods. Finding out how students want to be taught should be important!
To teach the young people to know what they are going to go through in the future and when they get out of school. It helps prepare kids for the world around them.
The school has a duty to produce socially, economically and environmentally responsible citizens who can function in today's society.
To teach and guide young people of the community into a responsible, successful future adult role.
It satisfies the parents that their children are receiving a good education.
Right now, not nearly as important as it should be. I think our study of politics and government did an excellent job of integrating us into a real, living part of the community (the police force).
The school molds and pushes us to fit into the community.
The school should teach what needs to be learned to live in the community.
It prepares a student for his future plans.
A strong existence of power over the mind.
It teaches the future people of this world and how we will all live. I think school is most important.
A source to education so when kids get out on their own in a community, they can help make it better.
To get the community a little closer together.
The school should prepare students to meet the demands of life. As it is, I think the school confines the student and doesn't expose him to life.
It is a valuable organization where kids have the chance to meet other kids. I don't think it is nearly as important as most people feel it is. The traditional classroom is just not conducive to learning.
Teach the kids to read and write.
A common place supported by the government to send masses of kids to learn.
Organizing education into one major prison.
As being somewhere to learn if you like it or not.
It might be that it is a place to get rid of kids so that the parents have more free time.
It prepares (or it <u>should</u> prepare) students for an adult life in their community.
It helps the student realize his responsibilities for himself, others and community. It helps them understand what is needed for the future.
To turn out students, good citizens.

3. What role does the community have in the school?

Providing people and money to run the schools.
Social functions.
The wealth of the community affects the type of learning programs that can be offered.
To give kids up to form another community and a better one.
To support it in any way they can.
It has the responsibility to provide the incentive for these basics.
The community must provide teaching materials (books, buildings, etc.) money and anything else the schools will need, in hopes of getting people with enough general background to be trained for a specific job.
To support its needs and some wants.
To help in what ever way it can in helping students and the teachers. To provide what ever it can for the schools.
The community must serve as a learning tool for the students to study.
The school is a minature community. The community supports schooling.
It brings all the cliques from the community into the school.
I feel the community really tries to control the school without knowing anything about what's going on within it. They should become more directly involved.
As it stands, not much. School is cut off from the community. It is a necessary but evil jail.
The community should help the school in any way it can to fulfill that role.
Very little.
None.
Political, to be used as a voting issue.
Everyone needs schooling to better themselves and others. The parents must also take part in school to show that they care enough about the world to come.
To help support their needs.
To keep the school going in a way in which kids will like school.
Not much.
None.
The community helps pay for it and decides where and what is to happen to their children, supplies children to the school also.
To learn.
It supports the school and what it stands for.
The community helps students with new responsibilities such as first jobs, helping with environment, new friends, new experiences, etc.
To expose the kids to what life is about, and skills necessary in preparing one for college or work.

4. What role should the high school play in your emotional and intellectual development?

It should round you out a little more and give you confidence.
It should help make you the person you are, or will be.
To make friends and have an education.
It should prepare us to cope with large numbers of people and a large variety of people.
We should have a class that teaches us things to know as well as life.
High school can mold someone (almost anyone) into any shape it wants to. So it should stabilize someone instead of knocking them off the deep end.
It should make the students emotional outlook more mature and it should increase the intellectual ability.

Intellectual - give a general background that will make specific job training faster and easier. Emotionally - teach a person to control his emotions and get along with other people even if they dispise them.
A very big part - it should take care of the emotional experiences gained from a social life.
Treat students more like adults, not like children, being babysat, while mommy and daddy are at work.
It is the last place before most people enter the world. It should teach them what's out there and what they can expect. It should prepare them mentally and intellectually for what students will encounter outside.
It should serve primarily as a maturing device which all my previous answers have pointed to.
An equal amount as the intellectual development.
It should help you get along with people while you're learning. It should help you like yourself enough to project yourself.
It should create an atmosphere of honest willingness to grow up and to learn - where you can be yourself without being afraid.
It should be a time to grow, learn and develop. But it is too often a time of restrictions and people.
High school should provide you with the society of other people, both greater and lesser than yourself, to allow you to mature emotionally and intellectually.
Planning their education and just their friendship from people in the school.
It changes you for life.
Basic but not the only or the full development.
It should teach us more about the world we will soon be entering as adults; where we will take over and run our country.
Enrich it - help you grow in both ways.
High school should be the final stage of development. It should strengthen all development and prepare the student for college or a job.
I don't know.
It should show you a variety of complexes and give you a choice.
It should introduce you into the adult society and teach you how to live with it.
Teach you to understand life and others and yourself.
It should inable the students to learn how to understand each other.
It should be the place where the student matures the most, but oftentimes it's not.
Teaching the student further responsibilities that should be valuable in the future. Associating with different kinds of people and knowing how to communicate with them.

5. What should you give to the school during your high school career?

Just not destroy it.
What you as a person feel is necessary.
The will to learn.
Whatever you feel it deserves.
Myself, my mind and soul.
As much as you expect to get out of it.
Dedication.
Extra help (library, office, etc.) when needed. Comply as much as possible; if every student went his own way, teaching would be impossible. But when improvement is needed the student should fight for it.

Time and enthusiasm.
Participation if that's what you want. Nothing, if that's the way you feel.
Whatever help I can offer in its affairs and problems.
Honest evaluation of their success or failure in their role so they too can mature and develop.
As much ability and support as you can muster.
Everything. Education is very important, the more you give for it, the more you get from it.
The effort required to meet the demands placed on you, and your honesty in doing the best you think you can.
A certain amount of loyalty and a good try.
Everything you can to aid the education of fellow students and yourself.
Nothing.
I give up, what?
Your respect of knowledge and the ability not only to receive but to give.
I should give all that I can to better the school and my fellow students.
As much knowledge and help as you are capable of - but in your own way!
Attention.
Whatever you want.
Nothing.
Shouldn't give them anything, it's there for you to learn and a place of knowledge.
Whatever you feel the need to.
Your mind.
A little understanding and a lot of changing.
You should try to notice your responsibilities and become aware of how you can contribute to the community and its future.
Support.

6. Do you feel the Seminar responded to your individual educational needs. Explain.

Yes it did. I felt trapped in school this last year. All I wanted was to get out, I was so tired of school. The Seminar rescued me and gave me the chance to do a lot of things I probably would never have done on my own. It gave me a chance to loosen up and get to know some of the people I'd gone to school with but never really had gotten to know them.
Yes, it taught me what people wanted of me, and what I wanted of them.
Yes, it was so much easier to learn.
Yes, it gave me common knowledge that I will be able to use over and over.
Yes, there were many things I wanted to know, in fact, everything we did I learned something I have wanted to know.
Yes, I didn't know what they were until W. E. E. S. started; I've explained what I feel above.
Yes, it expanded my overall knowledge.
My intellectual background was about as complete as high school could make it but I needed to learn to get along with others which I did.
Yes, I learned a lot about the identification and biological things.
Yes, it gave us more than typical school did. Just sitting, listening doesn't do that much for me. I get bored and fall asleep. Doing things keeps people like me awake.

Yes and No. In some fields it did more for my education but I think that in Math and History there should have been more work involved.

Yes

Yes. It met me as a person, not a machine to be crammed with facts.

Yes. I learned things that are useful and meaningful. I learned them with a group of people, not from a teacher.

It gave me something I badly needed - interest in what I was doing. I didn't just work my ass off academically, but the things I learned were just as important as all the things I've learned in three years of high school - or maybe more important. What I really learned was how to be with people - and that's something that school wasn't doing at all.

Yes. I needed to stay in school, but the classroom was becoming a real drag.

Yes, by allowing one to be an individual and facilitating interactions, both give and take, between other students and teachers.

Yes. It awoke my feelings about forms of education.

You learned how to do it by yourself.

Yes. I am going into Forrestry and the Seminar has given me my first taste of this field.

Yes, more than any classroom could ever have. I am fully content with what I have learned and am now ready to go on in school.

Yes! I learned about what is happening around us and now spend more time reading to find out more. It helped me put my head straight about many of the world's problems.

Yes. I have been waiting a long time to do things that we did and finally I got it.

Definitely, I was in desperate need of finding something worthwhile in school. I found it in W. E. E. S.

Yes, I wanted to find out about myself.

Yes, I got my head together about what my future is like. I've learned not just to love one person but to love many and I can proceed to love all life.

Yes.

Yes, I've learned more than I have expected.

Yes, because of how much I learned about subjects and myself.

Yes - very much so. I never was really interested in school, and W. E. E. S. kept my interests very good.

Yes. It's funny how much more you learn without so much work. I felt like I was ten times smarter when we finished than when we started.

Yes. I learned so many things you could never learn in a classroom. I developed more than just intellectually but emotionally and physically too. It's been great!

LEARNER GOALS

Below is a statement of the goals established for students in the Seminar. Please read them carefully and then answer the questions following carefully. Use the following scale to respond to the question: 1 - not at all; 2 - to a small degree; 3 - to a large degree; 4 - definitely yes.

Learner Goals for Wasson's Experiential Education Seminar:

Students participating in the W. E. E. S. program will:

1. Acquire skills of judgment and awareness and apply them to a number of realistic situations.
2. Improve motivation toward self-discipline and self-realization through a total immersion into the learning experience.
3. Develop attitudes and values conducive to the maintenance of a quality environment.
4. Cultivate initiative and creative approaches to problem solving and self-expression.
5. Reflect an aesthetic appreciation for different learning environments.
6. Develop habits of good health and physical fitness.
7. Improve cooperation in group situations.
8. Develop personal confidence and positive self-concepts.
9. Develop an attitude of recognition and acceptance of personal strengths and limitations.
10. Recognize and accept personal responsibilities and demands placed on him by the group.
11. Reflect more positive attitudes toward his fellow students, teachers and members of the community.

Now, please rate and answer the following questions:

3.55 1. Do you feel that the program has improved your skills of judgment and awareness in realistic situations?

1	2	3	4
0	1	13	19

I am more confident in my own judgment.
It let me know what was really happening.
I am now able to judge people better and situations to see if I can handle them.
I wasn't a complete idiot before but now I feel that I'm even less of one. Understand?
Before, any judgments I made wouldn't have serious consequences and so, could be made without all the facts; but some judgments in the Seminar could be very painful or fatal so all the facts had to be gathered and evaluated for a decision.
I feel more aware that I'm not always right and the way I feel isn't always right. I feel I can judge things more because I'm aware of what might hurt others because of feelings or whatever.
I am able to face problems more head on.
Since we learned in realistic situations, the next time they need be applied, I will know about them.
Especially in realtions with people.

Yes, I have learned to have more confidence.
It improved judgment in both physical situations and interactions with people.
Yes, when you have so much work required that it makes or breaks you.
Yes.
Yes, I can now make decisions for others and before I couldn't.
Yes, it has.
Yes, faced with some danger and bugs I don't get as scared as I used to. More level headed.

3.27 2. Has the program improved your motivation and self-discipline?

1	2	3	4
0	5	14	14

Motivation, yes; self-discipline, no.
I learned from others how to do it right.
I am more likely to get a reference book now than I would have been before the semester.
Of course, how can I explain? It gave me responsibility and showed me how to use it.
Many times in the program if you didn't do something it wouldn't get done which supplied motivation and self-discipline came when (for instance) you forced yourself to continue a hike after you ordinarily stopped to rest.
I have always (for a long time) been allowed to do most anything I feel is all right. My family has always been where each of us is independent in all ways. So I feel I am very self-disciplined any way.
It taught me to get a more stronger control on myself.
I want to do things now for others and myself - it's not a "have-to" situation.
This is hard to answer because I feel less self-disciplined, but just because I have rejected many of the things for which I used to discipline myself.
Yes, to an extent. But I still need to work on this.
Yes.
I think I actually want to learn things now just for the sake of learning.
I will try anything once.
I want to do more and now believe I can control myself.
To get anywhere, I have learned you have to push yourself.

3.55 3. Has the program improved your attitude toward maintaining a quality environment?

1	2	3	4
0	3	10	20

My attitude hasn't changed much.
I really respect nature.
Yes. I am more aware of pollution.

Definitely.
I realized what was happening and what needed to be done before but the Seminar improved that.
I've always been worried and have tried to prevent litter, and thought a lot about what will happen to the environment tomorrow. I do know we should enjoy things but still try to preserve beauty.
I learned my part in cleaning up what needs to be cleaned up. I liked seeing the clean things we saw.
Definitely, without a doubt!
By exposing me to more of that environment.
Yes.
I have learned a lot about ecology and the environment. I understand much better the problems facing us.
Yes, the balance is so fragile.
I respect wilderness and nature now, like I always have.

3.18 4. a) Have you developed initiative and creativity in solving new and different problems as a result of the Seminar?

1	2	3	4
1	3	18	11

I've learned to look at a problem from all sides and consider the affect that my decisions will have on other people.
I don't really know what the answer is.
It hasn't affected me too much but it has helped some.
No new problems have come up as of yet, but I am not waiting by negatively for something to come up.
Especially creativity, I think, because I felt free to do what I wanted to do.
To an extent. I've learned that you can solve problems in an unusual way.
Yes.
I really don't know yet.
I could before.
I look forward to solving problems.

3.03 4. b) Are you better able to express yourself as a result of the Seminar?

1	2	3	4
0	9	14	10

Better than I used to.
Am not afraid to anymore.
Keeping journals really helped me to be able to write my thoughts down and understand my feelings.
Not with the others in W. E. E. S. I couldn't even really express myself with them. But I've always expressed my self with my friends.
A lot more than I have before.
I opened up and I can say what I feel.
On a personal, one-to-one basis especially.
Yes because I am more confident in myself.
Yes.
Somewhat.
Yes, I can speak clearer and more precisely.

I believe I am.
I can't put into words what I feel.

3.79 5. Have you grown to appreciate the beauty and aesthetic qualities of different environments?

1	2	3	4
0	1	5	27

Since I've been able to see these new environments I do look at them differently.
Yes.
I never knew there were all those different types of conifers.
Definitely. Some environments I had never been in or looked at in a different way.
I feel that even before the Seminar I had appreciated different environments. But the Seminar has improved my thoughts and emotions to it much more.
The places we went were really great. I enjoyed seeing wildlife in their own environment. I loved visiting, but I wouldn't want to live anywhere I wasn't meant to be.
The Arizona and river trip did amazing things for me in this way.
Yes, I found it easy to find beauty in even the more drab appearing landscapes.
Yes.
Yes.
I already did.
Yes, all life zones I can now respect.
5!!!
Just seeing all these different environments you can find beauty in all.

3.18 6. Have you developed habits of good health and physical fitness in the program?

1	2	3	4
0	7	12	14

No more than before.
I believe I had this pretty well down already.
Yes, I've found that I can do lots of things I wouldn't have tried before.
Dancing prior to this year helped, too.
I sorta feel I had the habit before but did develop them a little more.
Not really.
It could have been better and I did have a little trouble keeping clean on some of the extended trips but that was the fault of the charcoal in the dirt I kept putting my hands in.
My whole attitude about physical fitness changed, much for the better.
Yes, it has made me realize that being physically fit makes you feel a lot better.
Not significantly.
Yes.
Soccer was great.
Yes, even though I was terribly dirty on most of the trips.
I stay in good shape now.
Best shape I've ever been in - Soccer.

3.28 7. Has the program improved your ability to cooperate in group situations?

1	2	3	4
0	4	15	13

It taught me the whole thing.
I've learned how to be a little more patient.
Definitely - especially on the raft.
I don't like being in a situation with a group.
It's helped me to get more involved.
I no longer need everyone's attention. I like being in groups for talking, etc.
It has, but I still feel that I fail my role as a member of a group sometimes.
The best way to bring a group together is to put it under stress where cooperation is necessary or helpful.
Yes.
Yes, I can discuss far better now.
Can get along in groups better.
I'm used to group situations.

3.36 8. Have you developed self-confidence and a more positive self-image as a result of the Seminar?

1	2	3	4
0	1	19	13

Yes.
Self-confidence definitely, but I'm really not sure about self-image.
Its helped me to improve my self-image.
I really opened up to a lot of people and I was glad of it. Once I let everyone see me, I could let me see me again.
Yes, I'm more aware of some of my strengths.
Yes.
Success breeds confidence and more success.
Yes, but I could have developed it more.
I think I understand myself better. I still haven't developed self-confidence to the degree that I had hoped.
Yes, I realized that everybody has faults.
It has helped me believe and trust in myself.
Self-confidence, yes, a little more.

3.19 9. Have you recognized and accepted any personal strengths or limitations during the Seminar?

1	2	3	4
2	2	16	12

I found I could do things that I thought I couldn't do.
Yes.
Sometimes I didn't think I could make it up the hill, but I did!
There are things I can do and can't do and I have found out a lot of them. Many I didn't know before and had known.
Near the last I verified my fear of heights.
What can I say?

Yes.
I think that I can now handle most situations.
Personal strengths.

3.32 10. Did you recognize and accept the personal responsibilities and demands placed on you by the group?

1	2	3	4
0	1	19	11

Nobody really ever gave me any responsibilities to remember.
Yes and I didn't like their actions when I made a little mistake.
In accepting that I have learned to accept things differently and to get involved in different things.
I did captain a rapid, and I felt good about it, and was glad about it, and wasn't really as scared as I thought.
Most of the time, but at times I was disappointed in myself.
Yes.
In some situations yes, but not in others.
Most of the time.
Yes.
Yes, easier than before.
Yes, especially on the river.
Yes, when I had to carry a tarp and food for the whole group, you stop and think. If I wasn't carrying it some one else would and what if they thought the same way.

3.37 11. a) Do you have a more positive attitude toward your fellow students as a result of the program?

1	2	3	4
1	3	11	17

Some of them, but some have changed for the worst.
I didn't respect many people at all before the program.
Everyone has something good about them.
Some people.
Love 'em.
No, I guess I don't really care about them.
Well, my thoughts have changed from the beginning to now. In fact, they've changed all through the Seminar.
I found that everyone has something good about them. Why start out negative about people when it really hurts both of you?
Yes and No. You really learn the qualities you like and dislike in yourself by observing others - but mostly yes.
Yes, somewhat.
Simply put - there are fewer students I dislike - I have perhaps become more tolerant
Yes.
I've learned a great deal about people in general.
Yes, I love them.
I can respect others more easily now.

3.23 11. b) Has your attitude toward teachers improved as a result of the program?

1	2	3	4
1	6	9	15

They're just like the rest of us.
Yes, the teachers we had were really super people.
Towards certain teachers.
It was easier to see their human qualities in W. E. E. S. rather than in a classroom. We had a couple of great ones!
I really don't like the negative impression students give teachers just because they are teachers. I think you guys are great people!
I haven't thought about any teachers except the ones who were with us. I definitely like them.
Yeah, but I always liked the teachers in question anyway.
Not in general. Mr. Hart and Mr. Morris, yes. But not teachers in general.
Yes and no. I recognize their humanity more.
Pretty much.
Definitely.
Yes, they have the same sort of problems.
I believe that I can learn from anyone, if I want to.
Depending to whom referring to.
They are really neat. As most people, once you get to know them you can really forget they are your teachers, just friends who guide you.

PART III - RECOMMENDATIONS

A. Would you recommend this program to other students? Yes. No. Why or Why not?

YES	NO
32	1

I think that everybody needs to get out of the routine of school. W. E. E. S. really breaks up routine.
It teaches people to be like people should be while exposing them to general knowledge.
Its very worthwhile.
It will give them a chance to learn and do a lot of things they wouldn't be able to do.
Yes, because they can get more out of this than school.
I've learned a lot.
Yes, because it has been so beneficial to my life intellectually and emotionally. I have never learned so much about everything including people. Thank you very much.
It will give them chances to work together, see, and do things that they normally would not get to do; it was great for me and should be great for others.
Yes, if the student likes hiking and packing, I'd DEFINITELY recommend it.
It was fun. And beats school all to hell!
Because it helps you get involved in things you might not have ever done before.

It serves all necessary educational and developmental functions better than the sterile environment of the school.
It is the school.
It changed me like I thought nothing could. It made me feel better about everything.
Yes - I feel anyone that is dissatisfied with the insincere and sometimes unfriendly attitude within the school needs this program.
It is really worthwhile for finding out who you are.
It is a significant improvement over Wasson High School and little is lost missing a semester.
Yes, because if they experience something like this it might change their ideas.
You have too much free time.
Yes, it is the best learning experience anyone can attempt. A better value system is found in this program for you and the group.
Yes, I would but only to some because there are people who just don't like school and I believe it could work for them.
Yes because it has helped me in many ways, personal, emotioanl, plus educationally. I want to learn and read more now!
Yes because it taught me a lot more than any classroom situation.
You learn a lot more usable knowledge on the program than in books.
It is a great learning experience.
It gives you a better understanding of yourself.
Yes, because it is a total learning experience.
It would improve anyone in certain ways.
Yes, because it will help them solve what problems that they might have.
W. E. E. S. really helps the people that have no confidence in themselves, the ones who are shy, and especially the ones who keep to themselves.
Yes, I think it gives a person a whole new insight of what kind of a person he is, what he can accomplish, and how to live with and accept people much different then himself.
Depends on the student. Some would not and could not learn from it. No self motivation, they would help themselves or the program at all.

B. What specific recommendations do you have for improving the program?

Not so much emphasis on the journals. Most of the time I would end up writing things just to fill the space.
More time on campouts.
For sailing, don't have such long lectures.
Use our spare time more effectively.
Remove the cliques, get people to move around.
Organization in certain fields - food and some blocks.
Leave it like it was.
That there should be more work in Math and History, otherwise the program was perfect. The journals I think that we should have them only on some blocks like when we go on trips.
Change or drop English. Further develop Art.
Some drastic improvement on inner city transportation - a bus or something.
Stress the fact that money-making is for the students' benefit. Break off groups before they get started.

Of course it would always be nice to have a smaller teacher/student ratio and also provide more time for the teachers and students to evaluate each other individually - in person.
Bring the students into planning the curriculum. They are the ones who should be learning, they should have a voice in what they want to learn.
Study away from the school at all times.
Stay away from school building at all cost.
This year being the first we had our slow days but I would change none of the blocks or the way we approach them.
When we were in Arizona, I think we should have had more time to be alone at the canyon. Some things were a little boring like the field math but no one can enjoy everything.
Try and get rid of the cliques.
Work on the fund raising a little more.
Leave out grading journals. Life Zones trip should be made into a back pack trip somewhere different than Rocky Mountain National Park.
None except quite a bit of time was wasted during a few of the earlier blocks. A little more organization would easily correct that.
I'm not sure. Even the boring times were learning experiences.
A little more organization and more teachers involved.
Grading system needs to be revised. Rocky Mountain trip has to be worked out so everyone can do some of the things.
None really.
A little more organization here and there.
Have more big groups come together for I never saw many people or knew many people until we would get together in one big group.
Better art block.

PART IV - EVALUATION OF TEACHING EFFECTIVENESS

In what areas of the program do you feel the teaching was particularly strong? Why?

Politics and government. It was necessary here because no one knew what was going on.
I can't think of any. All of them were good. I especially learned a lot on the Yampa.
Geology - lots of qualified people. Sailing.
Indians, Field Science and Government. They all knew what they were talking about.
Indian Block, the teacher knew his subject well.
Politics and Government - Morris; Sailing - Adler; Yampa River - Outward Bound instructors.
Indians of Southwest, Field Science, Yampa, Politics and Government. Because these were the main interest of the teachers it seemed. These are more remembered.
It was very strong in all but the surveying and archaeology blocks. I'm all for letting Mr. Zecha do it again especially if he wants to. The personality of the teacher makes a huge difference in effectiveness of teaching. (Of course, so does the personality of the student.) Mr. Zecha can work it out with W. E. E. S. for just that reason. Mr. Zimbrick is a super geology teacher.

The Indians of the Southwest was a tremendous learning experience for me - I thought the introduction at the Fine Arts Center was really good.
Indians Block - the best block was Indians.
In the areas that teachers were specifically knowledgeable in.
They could become people not really teachers.
Classroom in Math and Field Sciences.
I think in all the areas the teaching was strong. Sometimes we even taught ourselves and the teachers. I got to know our teachers very well and liked learning all I could from them all, everyone.
Personal involvement - knowledge - help. The teachers were involved and seemed to care which made it that much better. They knew a lot and shared their knowledge which helped us in more ways than I can even express.
Science, history, understanding people. More science because most of the blocks had a lot of science to deal with. History because of the Arizona trip and how it was handled. Understanding people was mainly the Yampa River.
Southwest Indian - because Morris knew the subject so well. Dr. Akey at planetarium.
I thought the teaching on the trips was excellent. It was good throughout.
Getting to know your teachers as friends. Then asking questions wasn't so hard.
Science and English and Indians or History. Those were the teachers we had most involved.
Natural Science, Social Science, English.
In all blocks certain teaching was strong, it's mostly a matter of being interested enough to listen and learn.
In all areas.
I think all the teachers that participated were the greatest ones I've ever had in all my school years!
Southwest - so much preparation that when it was time for the trip we didn't appreciate it as much because we were already bored with it. English - They really laid it on us heavy to get the credit in English. You should cut down on somethings. Journals!
Indians - Mr. Morris knows a great deal and is interested in finding out all the more.

In what areas of the program do you feel the teaching was particularly weak? Why?

It was so even throughout the Seminar that I really can't say, one way or the other.
Grading because the students were told to write stories certain ways, but the teachers were never told; therefore, marking students down for what they were suppose to.
I can't think of any.
Field Math - No one knew what they were talking about.
Rocky Mountains.
The only weak spots were caused by lack of trained teachers and/or lack of time.
Art, Rocky Mountain. These weren't too good.
Art, weakly developed, unnecessary.
The Creative Art Block seemed to lack direction, and it was a shame that more people didn't learn the joys of that kind of expression. I think it was due mostly to Ms. Skarda not having enough time to spend with us.
Astronomy.

The Math Block.
None, we were always being taught every moment of this program. If not you teachers then by ourselves learning and teaching ourselves.
I really didn't find any weakness. We had a lot of free time but if it was used correctly it worked out. Some people just don't know what to do when everything is left up to them.
English, everything about it was bad; it wouldn't of been as bad if we didn't have to get our journals graded.
Science, Math, English.
In math, the sitting in class. Could have been organized better.
Art because we didn't have long enough and not many were interested.
Math - not enough time; Gym - needed more participation.
In Math for example no one was really too interested in learning and the teaching seemed boring.
In the Math Block because the teacher had a difficult time teaching.
None.
I thought there would be much more physical education involved. We really needed to work out more often. It might of helped some people who were having trouble on certain backpacking trips.
Art, didn't do anything. So much to learn.

c. General Conclusions. In Part I - GENERAL COMMENTS, students were given the opportunity of offering their own spontaneous thoughts about the program. As is evident from the compilation, students expressed a wide variety of responses. However, there seems to be some common themes running through most responses. Students generally seemed to develop an awareness of their feelings for others in many cases forming very positive friendships they otherwise would not have formed. They also seem to feel more confident in themselves and their own judgment. A few expressed an improved ability to relate learning to life. A number developed a strong attachment for natural environments. One referred to questioning values while another wrote of her strengthened faith in God. Overall the respondents seemed to find the Seminar a positive experience with a few calling it the greatest experience of their lives and a couple wishing to do it all again.

In Part II - PHILOSOPHY AND GOALS, students were first asked a series of six questions to determine what their views were on school and how these views fit in with the stated philosophy of the Seminar. Here are their general conclusions:

1. When should the formal classroom setting be used in education?

Although students often felt that the classroom should be used as little as possible, many did feel that it could effectively be used to give introductions and background to experiential subjects. They also seemed to feel that certain subjects (i.e., Math, History) could better be taught in a classroom expecially if there was no experiential way available to do it.

2. What role does the school have in the community?

Some students expressed a suspicion that the school serves as a place to confine students to give more time to parents or the community who oterwise must face them. However, most seemed to view the school's role as an agent of socialization - to train young people in the necessary skills and knowledge to survive in the "real world."

3. What role does the community have in the school?

A few students saw the community as a classroom that could provide a variety of learning experiences. Most saw the community in a supportive role to give the schools money, materials and personnel to carry on the educational process.

4. What role should the high school play in your emotional and intellectual development?

Many students indicated that the high school should develop the ability to deal with other people in society and so help integrate the student into the world after school. Some also spoke of the need to develop self-awareness and a mature outlook as part of this socializing process. Significantly, students saw the role of the high school as developing the personality, emotions and intellect, and not as vocational training or college preparation.

5. What should you give to the school during your high school career?

There was quite a diversity of student opinion ranging from "nothing" to "everything." Some felt that students should give loyalty, "a good try," "the will to learn," while others left the decision totally up to the desire of the students indicating that students do not automatically "owe" the school anything.

6. Do you feel the Seminar responded to your individual educational needs?

The responding students answered with an unequivocal "yes" but the many reasons are too varied to generalize here.

LEARNER GOALS. Having read the Seminar's goals for the learner, students were then asked specific questions about those goals in relation to themselves.

1. Many students reported a substantial increase in their own self-confidence and trust in their own judgments.

2. Students showed some doubt about their improvement in motivation and self-discipline. A number indicated that perhaps their motivation has improved while self-discipline did not.

3. Students have definitely developed an improved attitude toward maintaining quality environment.

4. Respondents indicated that the Seminar was not as strong in developing initiative, creativity and self-expression as in other areas.

5. Students expressed a much stronger appreciation for the aesthetic qualities of different environments as a consequence of the Seminar.

6. They revealed a significant improvement in their physical fitness.

7. Students expressed some improvement in their ability to cooperate in group situations.

8. While students have developed increased self-confidence, they indicate that they are not as ready to accept personal strengths and weaknesses.

9. Many felt they learned how to accept responsibilities and demands placed upon them by the group.

10. While some students indicated that they noticed negative characteristics in fellow students, most students emphasized a more positive attitude toward their colleagues and indicated that they had more respect for them than at the beginning of the semester.

11. At the same time, students generally seemed favorably disposed toward their teachers in the Seminar situation. Some indicated that they saw the teacher more as a person rather than simply a teacher, including the negative aspects of the instructor's personality. It remains doubtful if this positive attitude extends to teachers outside the Seminar.

In Part III, students overwhelmingly favored continuing the Seminar. The one negative respondent indicated that there was too much free time in the program. Two other students also suggested that the program would not necessarily be good for all students. Students then offered a wide variety of suggestions for improving the Seminar. Refer to the student responses under Section IIIb.

In Part IV, students were generally positive about the teaching effectiveness throughout the Seminar. Among students who stated preferences, the Indians of the Southwest Block and the Field Science Block received the most positive response. They indicated that instruction was weaker in the Creative Art Expressions Block and in the English aspects of the program.

2. Parents' General Evaluation for the Wasson Experiential Education Seminar - Year I.

a. Introduction. At the conclusion of the Seminar, parents were given a form to evaluate the program in relation to its philosophy and learner goals. This input was vitally important in determining student progress, particularly in the affective domain, and also the parents' feelings for the experiential type of program. Unfortunately, the parents of only twenty-one students chose to respond to our questionnaire. Next year, it is essential to gather more responses from these parents. The limited number of responses may affect the validity of the evaluation.

b. The Parents' General Evaluation Form and Parent Responses.

PARENTS GENERAL EVALUATION FOR THE
WASSON EXPERIENTIAL EDUCATION SEMINAR - YEAR I

More than a year ago, the teachers involved in planning the Seminar established a basic philosophy and series of goals for students in the program. Now that the Seminar has been completed, it is necessary for us to establish how effectively the philosophy and goals have been fulfilled. Below are listed the stated philosophy and objectives of the program. To the best of your ability and observation, please rate the Seminar on how effectively it has accomplished particular goals for your son or daughter. This input from the parents is vital to the Seminar planners in evaluating what has happened during this last semester. It will be invaluable in planning future seminars.

PART I - GENERAL COMMENT

Please make any general comments you desire about your son or daughter's emotional and intellectual development during the course of the Seminar. Please include any distinct behavioral changes which you have noticed.

_____ definitely has matured mentally and emotionally in the past four months. She learned to work together with other people. She acquired a sense of values which I feel she would not have become exposed to for several years had she not been a part of this program. She matured emotionally, physically and mentally. It was an opportunity I feel pleased and proud she was fortunate to be a part of.

This program was tailored for kids like _____ who hate classroom confinement. She shows much more interest in the outdoors now and awareness of people and places. On the negative side - I hope she will be able to handle the classroom in her Senior year and not feel that it is so inhibiting. I was pleased to note the responsible way the group called each other on equipment and the cooperation everyone showed.

We believe that our daughter participated in this program with high energy and great enthusiasm. From our standpoint she demonstrated a responsible attitude toward the goals of W. E. E. S. and maintained a spirited motivation during the entire course. Our only question is this: How will a student exposed to this type of learning respond to a return to the regimented classroom? This can only be answered after next year. As a program for college-bound seniors it should provide an excellent transition to the informal, even the unstructured, aspects of campus life.

I see no change in her attitude or behavior. In your other questions - it's too early to tell. Maybe after school starts next fall I will see changes.

We have noticed some great changes for the better in _____ behavior since participation in W. E. E. S. began. He is a happier person, more enthusiastic about everything, more active physically, friendlier with people his own age, more concerned with what goes on around him. He seems to feel now that he belongs to a group of his own age. Before W. E. E. S., his attitude towards everything was pretty negative - his main (practically only) interests were reading, playing records, playing war games (Avalon Hill) by himself, and endless, endless hours of television. His topics of conversation were limited to these interests. He didn't make friends very well, and hardly ever had anything to do with kids his own age. He was withdrawn around groups of people - relatives or just anybody. Now he's interested in what's going on in the world around him. The physical activity has caused him to lose some unneeded pounds and to perk up. He has lots of friends, both boys and girls, and at the picnic Sunday, I noticed how easily and comfortably he moves around now, in a group situation. Before W. E. E. S., he'd have sat in a corner with a book and closed his ears. He still took a book along Sunday, but it stayed in the car! He graduated Friday as a part of his class - _____ the oddball is gone for good! He may not have written much about his W. E. E. S. experiences but he felt them and he talks about them. I think that all the rest of his life will be influenced, for the better - much better - by the things that have happended to him as a W. E. E. S. kid. I feel that it's been a turning point - and I don't worry any more - and I had, for years - that _____ might not be able to make it when he leaves home. He's OK!

We have read this evaluation through at least a half dozen times and find it very difficult to respond to. You ask for ratings as they pertain to our daughter - and this we will try to do. You will find our ratings low. Not because we think W. E. E. S. failed, but because being parents, we believe our daughter already had many of those values or attributes before she went into the program and so we cannot give W. E. E. S. credit for the accomplishment. In our personal observations during the Indians of the Southwest Block we were generally disappointed in the manner which the W. E. E. S. students accepted their personal responsibilities to the group and to the environment. Were we to rate the effectiveness of the Seminar in meeting stated goals, such as self-discipline, attitude and values towards the environment, cooperation, and personal responsibility, the evaluations would not be high. We noted no emotional change in our daughter. Her intellect was of course expanded in doing new things, and any behavioral change could be classified as maturity by virtue of her personal experiences and environmental exposures.

We feel the W. E. E. S. Program accelerated our son's emotional and intellectual development. Having lived with two older sons during the last semester of their Senior Year we know that _____ last semester was his most important high school experience rather than a period of frustrating, dragging time. _____ was forced to widen the circle of his acquaintances which was most beneficial to him. He found that those he knew slightly before W. E. E. S. could become good and close friends. He told us that this was the best learning experience he had ever had.

_____ has always been self-confident and emotionally stable. But I can see that the program added to this - also she conquered a fear of boats and water that I don't see how she could have ever accomplished any other way. She also understands different people and what makes them tick - some of them she had the idea she couldn't stand them and now likes them immensely. I think the program was just great!

There has been an air of excitement and enthusiasm all semester - no end of the school year "dol-drums" and "ho-hums" - even homework took on a new spark, expecially when involving several students. The students worked out many situations for themselves that before was expected to be done by the parents; therefore, learning. Sometimes by learning that their project was incomplete and how to do better next time (clothes, food, etc.). Parents were in many ways more involved and yet leaving the student to do the actual planning, packing, etc. I've known more about what my student has been studying this semester than in the regular classroom situation.

I feel _____ has gained self-confidence in situations that are new. She has also gained knowledge of others' strengths and weaknesses. She has gained experience in areas (boat trip) that she might never have had the opportunity or courage to try. She now seems more interested in trying other new things never tried before.

_____ has matured a great deal on this program and has not been happier in any school-oriented program she has ever participated in. We were delighted because I feel it put school on a new interesting level for her that she has never run across before and therefore has had some times when she really was put out by the actions of teachers in the in-classroom environs. She seems more tolerant of the family's activities and more cooperative with us. I hope this attitude will continue over into school next fall. The Math Block was least liked but then she has least liked math throughout school. It did present it in a different light and I think she got much more out of it this way. She was delighted to be outside as much as she was, but this is definitely her thing anyway. We were wondering if there could be some of this type of education taken into the classrooms on a part-time basis as I think this invaluable to all students; i.e., the challenges of new types of education, or ways of doing things. All in all we were most pleased with the program and hope that _____ doesn't have too hard of a time adjusting to an in-school situation next fall.

I feel the W. E. E. S. Program has helped _____ in that he now seems to appreciate his home more and has matured. He knows what team effort can produce if everyone is willing to work toward a goal. His comment at one point was that he was glad he was a Senior and would not have to go back into the classroom next year.

On the whole, we have a very positive feeling about the Seminar. Though we cannot actually see any great change in _____ emotional or intellectual development, we do think that he is more outgoing and communicative than before. We find some of the questions rather difficult to answer and believe that the teachers and supervisors might be in a better position to answer them than we are. After all, they watched the students from the time the first unit began through the final one, and they are probably more aware of changes than we are.

The group experience of working and getting along together has been very worthwhile for our daughter, I'm sure. She seemed to enjoy the variety in the different blocks - the non-school environments which correlated with the various areas of study. I'm sure also that the Seminar promoted personal growth in self-discipline. The changing itinerary kept "learning" very much alive at all times - freedom from the confined classroom and sameness of setting which can hinder intellectual growth and cause boredom. It was an experience I'm sure she will never forget and will treasure!

We, as parents, have a biased opinion of our own students, which makes it difficult to grade our daughter's accomplishments in this course. There wasn't any doubt in our minds, but what this would be a good course or we wouldn't have approved of it last year. We know that our daughter has learned a great deal from this different form of education and feel that she has contributed and shared whatever she could by her association with others. This being the first year, there were some difficulties such as energy (gasoline, etc.), fund raising and possibly others. There will be situations to be worked out in future years also. We feel that everything was worked out very well. The Journal kept by each student will be valuable for future information. We were happy to see _____ spending a great deal of time recording her experiences in each Block. This training aid helps each student to remember what they have learned. Thank you.

_____ seems to have finally gained the knowledge that the world is a classroom and school is an on-going activity at all times and all places. Whether this is directly due to the program or to the normal process of growing up is difficult to determine but the program certainly was a contributing factor. She admits to learning a great deal about people, their needs and how to get along with them. Only time and particularly her senior studies will tell what she has learned academically but the broad experience in the W. E. E. S. program has more than made up for any lack in the "book learning" department.

Over the past few years _____ has tended to be a "loner." He has preferred his own company to that of a group. The W. E. E. S. program has changed that and he has made many friends, with company of whom he enjoys. He has learned a lot about people and the way they react under difficult and different circumstances. I believe the program has helped him mature considerably.

Our son has shown a remarkable emotional and intellectual growth as we fully anticipated, but most of all, we sensed a feeling of belonging to a worthwhile group, where working, learning and playing together really means something. I think the greatest change has been a feeling of understanding for his fellowman that he didn't have before or a sense of awareness, that he now has. Thanks so much, Mr. Hart and Mr. Morris, for giving him this opportunity.

I have noticed quite a change in _____ interests in the past few months. The introduction to different environments is good as it provides an opportunity which she may have missed otherwise. Her loyalty to her friends and the ability to make new friends has improved. She has become very self-sufficient and independent and I am confident that if she were to set a goal for herself either away at school or out on her own she would attain that goal. It is good to see the self-confidence which she has acquired and I feel that she has matured greatly.

PART II - PHILOSOPHY AND GOALS

Rate the Seminar on how effectively it has accomplished the following purposes and goals (1 - not at all; 2 - to a small degree; 3 - significantly; 4 - very effectively). In the space below each goal, please make any comments you wish. We would particularly appreciate any suggestions which you might have on how to better achieve that objective.

A. W. E. E. S. STATEMENT OF PHILOSOPHY:

"Wasson's Experiential Education Seminar will integrate the traditional classroom with a variety of non-school environments to facilitate the learning process and help students to better understand the relationship between themselves and their school and community. While preparing the student to partici-

pate in these non-school environments, the program will also provide for individuality in the learning process with a variety of teaching methods which compliment the formal classroom setting."

3.67 Has the Seminar fulfilled this statement of purpose? (1 - 4)
Please explain in detail in what ways it has succeeded or failed.

1	2	3	4
0	1	4	13

In our case the Seminar has provided ample opportunity for the expression of individuality. Communication skills, both written and oral, showed tremendous improvement in our observation.

We think it's been a huge success in every way. The only thing I'd think needed improving was the journal - keeping part - and that was effectively provided for - _____ just didn't write much. I wish he had because in later years he'd have enjoyed reading it. I don't have suggestions for improving this part because I imagine most of the kids did wirte - it's probably just an individual failing.

The non-school environment and individuality in the learning process was certainly achieved. But whether the learning process was facilitated is questionable. _____ did poorly on her ACT. We have no reason to say she would have done better had she been in a normal classroom environment, but you might look at the WEES ACT scores to see if there was any trend. As far as the individuality philosophy, it translates to us as "doing your own thing" which at the teen level we find hard to support. We believe the W. E. E. S. student needs stronger guidance and management than they received. We felt _____ schedule was too lax and gave her too much free time which was not always spent wisely. The W. E. E. S. student often seemed perplexed by his schedule, judging from the number of phone calls made and received as to "where" and "when" do we meet next. Punctuality was entirely too lax, both on the part of the instructors and students from what we observed during the Indians of the Southwest Block. Punctuality is a trait we place a lot of emphasis upon and we hate to see it abused in a learning situation. Individuality in the learning process still found _____ completing her assignments the night before they were due.

We think the sections on City Government and Southwest studies were particularly effective in this regard.

The group participated in almost every block with community-oriented persons and places and it was made very interesting to them. It did provide for their individual involvement in everything also which certainly helped build their characters and make more rounded persons of them.

The only criticism I have is that it seems there were days when the kids had too much free time. I realize it may be that you planned for the students to do a project on their own; however, _____ is not one to do more than is actually expected of him in the way of studies. Maybe a paper on a certain subject or such would be helpful in future programs.

There is no question but what the learning process was more effective in the Field Science and Math Unit - having to solve problems and map

readings in an actual field situation really proved whether the student understood the instruction or not. In each unit studied, we know that _____ learned a lot - though it may take a long time for him to realize it. The evaluation for this sort of learning experience goes on for a long time and a full appreciation of it may take months or years. For a student like him, who never cared especially about school, this was a wonderful experience.

This was successful by taking the students to the best area to learn about the subjects to be studied. This is common sense, to learn about animals go to a farm. To study rafting and a river, go to the Yampa River. A warm classroom is a difficult place to learn map reading.

Primarily in the area of "better understanding the relationship between themselves and their school and community."

It has succeeded by helping him to think for himself - to see how the other half live and not to accept everything at its face value.

I have nothing but praise for the program and if it failed for any of the students, it was only because they didn't give it their all.

It appears that this has been an unusual opportunity to combine learning with reality.

I feel this has made it possible for the students to experience many phases of community and governmental action which would probably not have been available otherwise. The outdoor experience, backpacking, camping and even travelling with the group has been a good experience helping form an appreciation for their environment, helping develop a tolerant attitude toward the others, and a very good introduction to an interest in the geology of the areas in which they travelled. The responsibility of preparation for these trips was a good experience. I feel this program has opened many fields of interests to the students.

B. LEARNER GOALS: Students participating in the W. E. E. S. program will:

3.61 1. Acquire skills of judgment and awareness and apply them to a number of realistic situations.

$\frac{1}{0}$ $\frac{2}{1}$ $\frac{3}{5}$ $\frac{4}{12}$

The Government Block of this program was especially valuable in giving a working awareness of local, state and national problems.

It may be a little too early to really make a judgment in this area. It is difficult to separate the W. E. E. S. contribution to a natural, maturing process.

Hypothermia - backpacking in snow and falling into rivers; First Aid - carrying "injured" person in Austin Bluffs; Aquatic Skills - boat trip and people falling in water; Politics - effects of damming rivers and coal shale on environment.

We were pleased that she learned more skills in outdoor activities as well as in geology, field math, etc.

Yes - especially in the unit on Aquatics.

Without doubt the program has made him more aware of the world around him - his application of this new knowledge has improved. This has been necessary in order to achieve many of the strenuous goals which they set for themselves.

3.33 2. Improve motivation toward self-discipline and self-realization through a total immersion into the learning experience.

1	2	3	4
0	4	4	10

_____ worked harder on most projects and took more pride in the finished project than I have ever seen her do in school before.
_____ has exhibited complete physical and mental responsibility for each W. E. E. S. section. This has carried over to family responsibilities.
_____ has been more ready to do "more than just what is expected" as she's been more involved and interested.
Self-realization - yes; self-discipline - no.
Noted more improvement here.
Don't know.
Again, difficult to tell if this is a result of age or the program, but the fact is she has gained in these areas.
His self-discipline has always been good - his motivation though has increased.
I feel it may have been better to have required a more thorough review of each block at the completion of that block.
A great deal of self-discipline was necessary and the pleasure of succeeding in each field has helped her know a sense of fulfillment.

3.33 3. Develop attitudes and values conducive to the maintenance of a quality environment.

1	2	3	4
1	0	9	8

We feel _____ already had acquired this trait.
We believe that _____ had these attitudes going into the program. The program certainly added reinforcement.
The students must have gained here, _____ has mentioned several items pertaining to conservation. But the proof is in whether they will go to the trouble of carrying out this knowledge.
She had these already but the degree has been increased.
This aspect of the program has been excellent - as an "industrial polluter" I have been put in my place!
This has been taught to _____ since he was very small. At this time it is very important that young people be taught values.
This is good, they have come to appreciate the natural environment and hopefully will continue to work toward an improvement in all phases of their environment.
Definitely - however, this is not something new to _____. He has been interested in the environment for a long time and his awareness has probably been increased through this program.

3.23 4. Cultivate initiative and creative approaches to problem solving and self-expression.

1	2	3	4
0	5	3	9

_____ doesn't write much of what he thinks!
We may not have seen evidence of this. We have not read the journals.
Seems much more able to express herself and think things through.
This is difficult to answer but I believe this goal has been achieved.
The program offered an excellent opportunity for these activities.
Don't know.

3.58 5. Reflect an aesthetic appreciation for different learning environments.

1	2	3	4
1	1	2	13

The broad spectrum of learning opportunities is especially commendable.
This is the heart of the W. E. E. S. program. For example, _____ learned more about the history of the Southwest in a few days than we have in hours and hours of reading. The learning situation is immediate.
Big change here - she was overwhelmed at times by the marvels she herself had seen and done.
It is always easier to learn things when you actually do them rather than to read about them with no actual experience. I am sure the Arizona trip and the Yampa River trips will not soon be forgotten.
Very definitely.
Learning should be a product of differences. W. E. E. S. provided the setting for different experiences.
This was very effective, it might open the way for them to want to experience more learning environments.
Yes.

3.39 6. Develop habits of good health and physical fitness.

1	2	3	4
1	0	8	9

She became more aware of reasons for good physical health and physical fitness. It was more than just words to her. She had a reason to keep in good shape.
Already acquired.
_____ has become more aware of the importance of being physically fit and has made a greater effort to maintain his fitness. Participation in coed group fitness has been helpful.
Good health - no; Physical fitness - yes.
Found out it takes exercise as well as just food to make a person feel and do better.
I think the use of tents rather than tarps might have provided the W. E. E. S. members and staff better privacy; however, I understand that funds for tent-rental were not available.

Something motivated him to jog and do hundreds of sit-ups with a weighted pack on his back.
The outdoor programs are an important factor in good health.
They recognized the importance of good health habits and physical fitness for the endurance required.
Yes, although this was not something new to _____ - as an Eagle Scout this was already part of his philosophy.

3.47 7. Improve cooperation in group situations.

1	2	3	4
1	0	3	13

She has never been one to work particularly well with a group. She learned to become a working member of a group, as well as a social participant.
Our observation indicated that this aim was fully met.
Already acquired.
We think _____ was impressed from the very beginning with the degree of willing group participation. We watched with interest the development of a real group comaraderie as time passed.
I don't feel qualified to answer this. The adults that were with the students could better see any change.
Family notices a big change here in cooperation - still having a problem letting us know times of arrival and departure from home which we require but this might be her acquiring a new feeling of independence, too.
It was an experience to see how well the students and parents cooperated in raising the money so that the program could succeed.
Excellent training in this area.
Yes - he's more of a "team" man than he used to be.
The various activities demand cooperation.
They had to learn to cooperate in order to achieve the goals which they set for themselves so I feel this was a good learning experience which will be helpful in many life situations.
We hope so.

3.61 8. Develop personal confidence and positive self-concepts.

1	2	3	4
0	0	7	11

_____ had these to begin with. W. E. E. S. gave her an opportunity to demonstrate them.
The Yampa River Trip helped here. We hope it can be continued. We think the idea of passing leadership around to each student is an excellent concept.
Relates to all students better than in the beginning but not as well as we had hoped for. She still has a tendency to be involved with just two or three. Noticed a big improvement though.

An "I can do it" attitude was present from the very start. This is an excellent way to assure success in any venture.
Outstanding! This has really contributed to her growing maturity.
Yes - especially in the Aquatics Unit - he had never been in a canoe, sailboat, or on a raft - all were most beneficial.

3.47 9. Develop an attitude of recognition and acceptance of personal strengths and limitations.

1	2	3	4
0	1	7	9

This is an extension of #8 above.
Has definitely noticed and mentioned her limitations.
Uncertain.
Very successful, her self-acceptance is recognized.
Yes.

3.50 10. Recognize and accept personal responsibilities and demands placed on him by the group.

1	2	3	4
1	0	6	11

She learned to accept the responsibilities of being an active member of a group which depended on her to do her part.
This is an especially strong factor in this activity.
Already acquired.
This is a little hard for a parent to judge without seeing the group in operation. We did notice that journal keeping became easier as time went by.
The fact they had to finance this program prepares them for the years ahead when everything will not come as easy as maybe it has in the past.
Although difficult to measure, no doubt the group activities make each one aware of his or her role in the program.
She accepts responsibility with a sense of loyalty.
We hope so.

3.68 11. Reflect more positive attitudes toward his fellow students, teachers and members of the community.

1	2	3	4
1	0	2	13

She came to realize the part played by every member of the community to make it a better and more workable community.
Already acquired.
Definitely. _____ seemed to have reservations about some of the program elements and some of the other students in the very beginning. These reservations changed to positive acceptance and support.
The program, I am sure, has given the students the opportunity to learn that even grownups are people and can be friends, as well as teachers, etc. At the picnic today I think the students and I

hope the parents showed their appreciation to Mr. Morris and Mr. Hart for the many hours they must have put in. We appreciate your efforts.

Opportunities for better and greater communication between teacher and student.

Unable to measure.

Her tolerance is recognizable in regards to fellow students and her appreciation of her teachers is noteworthy.

Definitely - especially toward the police as a result of the unit on Politics and Government.

PART III - RECOMMENDATION

Would you recommend the continuation of this program next year? Yes. No. Why or Why not?

YES	NO
21	0

We have another daughter we hope will be interested and have the opportunity to participate in '75-'76.

For the outdoor-oriented this program is a natural. For others it has the potential for an awakening.

Yes!!! Because the good it's done _____ must have been repeated with each of the W. E. E. S. kids. And I'd keep the Yampa trip in, and not give any more school money. I think earning their own is part of the value of it all.

A very strong YES. Contrary to our comments and evaluations we are most appreciative that _____ (and ourselves) had the opportunity to participate in the Seminar. Any loss in academic proficiency which she may have lost was totally and completely offset by her real life experiences. We would have her do it all over again. In our view, the most significant benefit of the Seminar was the total immersion of sixty students into the program. The affinity and kinships that developed because they achieved something together will always be remembered by them. This is something that gets lost in a large high school class. W. E. E. S. made it a small class and the W. E. E. S.-I students will be far closer to each other than to other members of their graduating class. It would appear the Seminar would be especially well suited to students experiencing difficulty in a normal classroom environment.

We think this is the best educational experience that any of our three sons have had. Learning seemed to be very relative to life today. And it must have been great fun. We could see a vitality in _____ that we knew came from the W. E. E. S. program.

It helps to prepare students for "life" as it is, seeing and being involved in community life, courts, politics, services, working together as a team, instead of each individual pulling his own direction. Planning for themselves and realizing learning goes on even out of classroom - forever even.

Yes - I think the program could be made very effective with less emphasis on fun and more on learning. There was too much free time to really keep up interest in the program.

It gives students a chance to mature and gain from experience. I would recommend at least one parent on each trip. Older brothers or sisters do not have the same outlook as mothers and fathers.

Wish everyone could have the opportunity to try the program but I feel sure not every student could adapt possibly to it. It is a challenge that should be put before the students before they are out of school as they will surely run across some of these aspects of personal development and it will be very important for them to know how to handle themselves in a better more positive manner when applying for jobs, etc.

In our present day society, I feel it is necessary to do other than the normal in all situations. I know the students have enjoyed the program and have acquired knowledge above any they could learn in a classroom.

Yes, but not all students will "go" for such a program, even though all would benefit! The Yampa River trip was the highlight of the semester for my daughter. Also, she enjoyed visiting the school on the Indian Reservation and gaining new insights into the personality of the American Indian and the problems he faces.

We believe this method of learning can benefit as many students as funds could be made available for. There will be some students that will not apply themselves in any environment. They should still have this opportunity.

Urge it be accepted and funded in all schools as is the athletic program; i.e., busses, administrative backing, recognition by decision makers (Doherty et al) of its worth as an alternate type of curriculum.

For our son this has been a truly excellent program. I believe he has got a tremendous amount out of it and it has better prepared him for life ahead. I believe we are fortunate in having far-sighted teachers who can develop and carry through programs of the quality of W. E. E. S.

For a student who desires this type of program, it can be more of a learning experience than any classroom can provide.

Learning is a combination of experiences. W. E. E. S. provides a side to learning that compliments classroom activities. The teachers are to be praised for their unselfish giving of their talents and time to make it all possible.

I feel that the students had a great lot of free time between the blocks which I would have liked to have seen utilized, though I understand that the leaders had much to do in evaluating the completed block and preparing for the next. I highly recommend that the program be continued and I hope to see it grow.

I think it's a great program for those who will take advantage of it.

Yes, we would recommend the Seminar be continued. It is our feeling, however, that it should be funded by the School District, as a lot of time of the teachers involved was spent in fund raising activities. Quite possibly the students could be expected to pay for their own food for the Seminar, but we think the other expenses should be taken care of through the School District budget. In general, I think we might comment that the final weeks of the Seminar seemed to move along better than at the beginning - we felt that _____ had a lot of free time that we hadn't expected. It is possible that he should have been doing more research and home study than he was doing but we had no way of knowing what was really expected of him. Perhaps the weakest one was the unit on Politics and Government - except for his riding in a patrol car for a day plus spending a day at the Police Department and the time spent at the El Paso County Court House and witnessing a trial, he was very unenthusiastic. The trip to Denver and the State Legislature was not particularly interesting - maybe it was just a poor day to go too. The unit on the Southwest, the Rocky Mountain

National Park trip and the Yampa River were by far the strong units as far as _____ was concerned.

I appreciate the opportunity given to _____ to learn to be self-reliant. I think being in the program in the formative stages was very interesting for her. Mr. Morris and Mr. Hart did a great job and handled everything in the best way (common sense). Good luck.

c. General Conclusions.

In Part I, for general comments, responding parents had many positive things to say about the Seminar. They spoke particularly of maturity and an improved attitude toward school and other people. The parents of several juniors did express some concern about their child's ability to return to the traditional classroom structure next year.

In Part II, for rating the Seminar using its stated philosophy and goals as criteria, parents rated the program relatively high in fulfilling its basic statement of philosophy. The most serious reservations expressed by a parent here concerned a relatively poor performance by their child on the ACT test, too much unstructured time that may gave been used unwisely, and lack of punctuality on the part of students and instructors in the Seminar.

In rating the Seminar in relation to stated Learner Goals, parents rated the program highest in having their sons or daughters (1) "Reflect more positive attitudes toward his fellow students, teachers and members of the community;" (2) "Develop personal confidence and positive self-concepts;" (3) "Acquire skills of judgment and awareness and apply them to a number of realistic situations;" (4) "Reflect an aesthetic appreciation for different learning environments;" (5) "Recognize and accept personal responsibilities and demands placed on him by the group." The set of parents who gave consistently low ratings in these areas indicated that their child had already acquired these traits. Parents rated the program relatively lowest in cultivating "initiative and creative approaches to problem-solving and self-expression." Unfortunately, those who rated this goal particularly low did not explain why, except perhaps to say that they did not observe any changes because they were unable to read the assignments given to their sons and daughters.

Finally, in Part III, responding parents unanimously favored continuing the program in the future.

3. Teacher General Evaluation

a. Statement of Philosophy.

"Wasson's Experiential Education Seminar will integrate the traditional classroom with a variety of non-school environments to facilitate the learning process and help students to better understand the relationship between themselves and their school and community. While preparing the student to participate in these non-school environments, the program will also provide for individuality in the learning process with a variety of teaching methods which compliment the formal classroom setting."

The Seminar has effectively integrated the traditional classroom with a variety of non-school environments. Here are a few examples where this has been true: In the Politics and Government Block, Mr. Tom Wiens used the classroom to instruct students in the reasons and techniques for poll taking. Students then proceeded into the school and community to take the poll on student and community political attitudes. In the Field Science Block, Mr. Robert Zecha used the classroom for instruction in surveying before taking the students outside of the school to practice their newly acquired surveying skills. In the Creative Art Block, Ms. Katrina Skarda used the Art Classroom to give basic instruction in art skills before taking students to the Cripple Creek area for sketching and rubbings. In the Indians of the Southwest Block, students received classroom instruction in biology, geology, archaeology, and southwestern arts and crafts as an introduction to what they then saw on the eight-day trip through the Southwest. During the Aquatics Block, Mr. Rob Adler used the classroom to instruct students in principles of sailing and the history of sail before taking students out on Lake Woodmoor for practical sailing experience. Classrooms were also repeatedly used for debriefing discussions and for the presentations of student reports. By integrating the classroom with these other environments, students came to understand that the classroom can play an important role in studying non-school environments.

The Seminar definitely needs to develop more variety in instructional techniques to better respond to the wide diversity of learning abilities in Seminar students. As much as feasible, the Seminar should also provide a number of choices and methods for students to achieve stated educational goals in each block. Of course, in providing for individuality, planners must never lose sight of the value of group experiences and of placing group demands and responsibilities on the individual.

b. Program Goals: The W. E. E. S. Program will:

(1) Identify learning environments outside of the classroom. The Seminar has identified and utilized the following learning environments outside of the classroom.

Colorado Springs Police Department
Police Rookie School
Municipal Court and Court Offices
City Council
City Departments of Government

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Austin Bluffs
Black Forest
Catamount Ranch
Garden of the Gods
Rampart Range
Dead Man's Canyon
Mitchell High School Planetarium
State Capitol in Denver
Cripple Creek
Denver Art Museum
Denver Botanical Gardens
Denver Museum of Natural History
Rocky Mountain National Park
Deer Park and Jones Park
Yampa River and Dinosaur National Monument
Dinosaur Museum
Taylor Museum and Colorado Springs Fine Arts Center
Mesa Verde National Park
Canyon de Chelly National Monument
Hopi Indian Reservation
Navajo Tribal Council in Window Rock, Arizona
Governor's Palace Museum in Santa Fe
Bandelier National Monument
Lake Woodmoor
Prospect Lake Naval Reserve Center
Monument Valley Park

It is the responsibility of the Seminar to continue to identify and utilize new environments for learning.

(2) Offer more intensive learning experiences in a wide variety of subject areas by exposing students to environments which reinforce those experiences.

The following are subject areas in which students received instruction during the Seminar, which instruction was reinforced by placing students in appropriate environments.

Geology - Students received instruction in geology and were placed in these environments to reinforce this instruction: Garden of the Gods, Rampart Range, Yampa River Canyon, Rocky Mountain National Park, Canyon de Chelly, Mesa Verde, Shiprock, Frijoles Canyon and the Pajarito Plateau.

Biology - In addition to classroom instruction in biology, students were introduced into the following environments to reinforce this instruction: Rocky Mountain National Park, Mesa Verde, Sinton's Pond, Yampa River, and the Botanical Gardens in Denver. For next time, additional observations and instruction could be given to students during their trip through the Southwest.

Astronomy - Students received basic instruction in Astronomy at the Mitchell Planetarium and conducted additional observations at the home of Mr. Alan von Ahlefeldt in the Black Forest. Additional instruction in Astronomy could occur during the Southwest Indian trip and the Rocky Mountain trip.

Physics - Students received some exposure to Physics in their instruction in sailing with Mr. Adler and a rather prolonged and detailed observation and instruction in the action of water in the river.

Chemistry - Students received some instruction in soil and water chemistry while testing for oxygen and ph content in stream water at Horseshoe Park in Rocky Mountain National Park.

Field Math - Students reeeived instruction in surveying at Wasson and then practiced their skills in the community. They received instruction in orienteering and navigation and put those skills to work in Austin Bluffs and the Garden of the Gods.

Art - After classroom instruction in a variety of art skills, students then went to Cripple Creek, the Denver Art Museum, the Botanical Gardens, Larimer Square, the Colorado Springs Fine Arts Center and Colorado College Art Classes to practice and augment those skills.

Physical Education - In the course of the Seminar, students acquired the following skills in the area of physical education at the following locations: Multimedia First Aid Course at the Colorado Springs First Aid Chapter House; Hiking, Orienteering and Volleyball at Austin Bluffs; Soccer at Wasson Field; Backpacking to Jones and Deer Park as well as in Rocky Mountain National Park; Softball in Rocky Mountain National Park; Cross-country skiing at Catamount Ranch; Snow tubing and tobogganning at Catamount Ranch. Sailing at Lake Woodmoor; Canoeing at Lake Woodmoor; River-rafting on the Yampa River.

Sociology - Students were instructed and made observations in the area of Sociology during the study of the Police Department and City Government in the Politics and Government Block. They also observed and received instruction in the plight of the modern Navajo and Pueblo Indians during the Indians of the Southwest trip.

Anthropology - Students received instruction into the culture and history of the Pueblo and Navajo Indians and then made cultural observations during the Indians of the Southwest trip.

Archaeology - Students received instruction in the techniques of the archaeologist from Mr. Kent Hill and then constructed a dig at the Hancock Dump to practice those skills. They also received instruction from Mr. Earl Bowers on southwestern archaeology and then observed, first-hand, the results of that archaeological work at Mesa Verde, Aztec Ruins, Canyon de Chelly, Frijoles Canyon, and a dig in progress at the Governor's Palace in Santa Fe.

Political Science - Students made extensive observations of the local and state governmental structures during the Politics and Government Block. Through direct observation, students understood the procedural operation of the Colorado Springs Police Department, and the Municipal Court system. Students directly observed the City Council in its decision-making capacity at the informal and formal Council meetings. Students observed the Departments of City administration in action. After instruction from Mr. Don Brinton on the structure of state government and discussions with several state legislators, students watched the formal operation of the General Assembly and its committees in Denver. Students received instruction in the reasons and techniques of poll taking from Mr. Tom Wiens, member of Peter Dominick's campaign staff, and then proceeded into the school and community to take the poll.

History - Students were instructed or read about history in the following areas: History of the Navajo; History of the Hopi; History of the Pueblos; John W. Powell's explorations down the Green and Colorado Rivers.

English - An attempt was made to integrate the use of English skills into all of the Seminar blocks. These were the following assignments which were to reflect the non-school experiences of the student during the particular block:

Field Science - Assignment on techniques of navigation.
Politics and Government - A biographical sketch of a City Council member; a description of the operation of a city department; a job description of a particular police occupation.
Indians of the Southwest - An assignment to emulate Indian poetry; a short story set in the Southwest.
Life Zones of the Central Rockies - a manual kept on field observations.
Aquatics - a diary of a seaman on the H. M. S. Victory.
Yampa River - a diary of a member of John W. Powell's first exploration crew down the Yampa River.

Throughout all of the blocks, students were required to keep extensive journals based on their experiences. Repeatedly, small group and large group discussions gave students the opportunity to improve their skills in verbal communications. Next year, through more concentrated planning with an English teacher, English skills must more effectively be integrated into the non-school environmental learning experiences.

(3) Provide settings which actively cultivate compassion and responsibility for others in human relationships.

The following are experiences in which the individual student was placed in close proximity to other students and was called upon to bear responsibility to the group and become aware of the needs of others.

Catamount Ranch - Students were involved in group warm-up sessions conducted by Dr. William C. Dean in an effort to introduce unknown students to each other. Other outdoor activities at Catamount were also intended to break down personal and group barriers.

Jones Park - Students were involved in a three-day camping experience where they were required to work in small groups of five or six for purposes of planning and cooking.

Indian Trip - During the Indians of the Southwest Block, students lived and worked together for eight days. The intensity of this living experience forced students to be sensitive to others and to show a great deal of toleration for the nuances of one another's personality. Students were forced to cooperate in cooking and living arrangements even with those others they did not particularly like.

Rocky Mountain National Park - Students were involved in a six-day camping and backpacking experience which demanded additional social adjustments to previous trips.

Yampa River - Students were arbitrarily placed in boat groups with non-friends. In facing the rigors of the river trip, students went through common experiences which threw an entirely new light on their own and other's personalities. If only for a few minutes at a time, the members of a raft group had to pull together to avoid common danger.

The close living situations created by the Seminar caused students to become aware of both positive and negative feelings toward their fellow students and teachers. In many cases, compassion for others did occur with many students. However, a number of antagonisms also, inevitably, developed. Next time, it would be valuable to utilize members of the high school counselling staff to help minimize these antagonisms. The true significance of the Seminar group experiences are in two areas: (1) Students became much more aware of their feelings towards others than in a normal school setting, and (2) They consciously forced themselves to live and work with those people they did not like - again an experience not very common in the normal school environment. Next time, developing the ability to deal with people the student doesn't like should be part of a stated program goal. This perhaps is the ultimate recognition of responsibility to others in a group.

(4) Develop an interdisciplinary approach through cognitive and affective field experiences.

Below, underneath each block heading, are listed the variety of academic subject areas studied in that block along with examples of those field experiences which contributed to those studies.

Orientation

Sociology - Warm-up sessions with Dr. Dean at Catamount Ranch.
Home Economics - Preparation of food at Catamount Ranch.
Physical Education - Instruction and practice in cross-country skiing, tubing and tobaggonning.

Field Science

Geology - Excursions to Garden of the Gods, Dead Man's Canyon and Williams Canyon.
Astronomy - Instruction at the Mitchell Planetarium and observations in the Black Forest.
Mathematics - Instruction and field practice in surveying, navigation, topography and orienteering in Austin Bluffs.
Physical Education - Hikes into the Garden of the Gods, Austin Bluffs, Dead Man's Canyon and Williams Canyon with some practice in rock-climbing skills.

Politics and Government

Police Science - Observations of police and court officers on the job and instruction in the role of the policeman at the Police Rookie School and at El Paso Community College.
Political Science - Observations of the City Council in action and interviews with Council members; observations of the Departments of City Government; observations of the state government at the Capitol in Denver and discussions with several state legislators at Wa sson and in Denver.
Sociology - Observations with the Police and Court systems including the Probation Department, Honor Court and the Community Relations section of the Police Department; observation of the Community Development Department of the City Government; observations made independently while constructing presentation for the PORTRAIT OF A CITY assignment.

Creative Art

Art - Instruction in sketching, sculpture, painting and graphics and practice in Cripple Creek, Denver, Colorado Springs. Observation in Denver Art Museum, Larimer Square, Botanical Gardens.

Indians of the Southwest

Anthropology - Reading and instruction of Navajo, Hopi and Pueblo Indian cultures; observations of remnants of prehistoric Indian cultures at Mesa Verde, Aztec and Canyon de Chelly; observations of modern culture of Navajo, Hopi and Acoma Indians.
Sociology - Observation of living conditions of Navajo, Hopi and Acoma Indians; observations of economy and educational system of the Navajo; discussion of Navajo Tribal problems with Staff Assistant to the Tribal Chairman in Window Rock; intense living situation of thirty-four people during eight-day trip through Arizona and New Mexico.

Political Science - Discussion and observation of relationship of tribal government to national, state and local governments; discussion of the political future for the Navajo, Hopi and Pueblo people.

Archaeology - Instruction and practice in the techniques of archaeologists at the Hancock Dump "dig"; instruction and observation of prehistoric sites at Mesa Verde, Aztec Ruins and Canyon de Chelly; instruction and observation at an archaeological dig in the Governor's Palace Museum in Santa Fe.

History - Instruction in the history of the Navajo and Pueblo Indians then visited on the trip into the Southwest.

Art - Instruction in the Indian arts of rug-weaving and pottery-making with observation of varieties in style and quality at the Taylor Museum, Teec Nos Pos, Hubbell's Trading Post, Acoma Pueblo, and the Governor's Palace Museum.

Religion - Instruction and reading in the Pueblo and Navajo religious beliefs.

Literature - Instruction and assignments into Indian poetry and the prose of the Southwest. Assignments to be completed after observations in the Southwest.

Biology - Instruction and observation of biological environments passed through during trip into the Southwest.

Geology - Instruction and observation of geologic phenomena occurring along route of Southwest trip including San Juan Mountains, Mesa Verde, Shiprock, Canyon de Chelly, Frijoles Canyon and the Pajarito Plateau.

Home Economics - Instruction and practice in food preparation and camping skills during eight-day, 1700-mile field experience.

Physical Education - Hiking in Mesa Verde, Canyon de Chelly, Frijoles Canyon; Jungle soccer at Mesa Verde.

Life Zones of the Central Rockies

Botony - Instruction, observation and identification of plant life in Rocky Mountain National Park.

Zoology - Instruction, observation and identification of animal life in Rocky Mountain National Park.

Ecology - Instruction and observation of life zones and ecosystems in Rocky Mountain National Park.

Mathematics - Skill practice in orienteering and navigation in Rocky Mountain National Park.

Sociology - Group living situation in camp for six days.

Home Economics - Practice in food preparation and other camp skills in Moraine Park campground and at Fern Lake.

Physical Education - Practice of skills in backpacking during excursion to Fern Lake and Cub Lake; softball at Moraine Park Campground.

Aquatics

History - Instruction in the history of the sailing ship.

Physics - Instruction into boat design and the operation of wind and water on the sailing craft; observation of these actions on Lake Woodmoor.

Physical Education - Instruction and practice in the skills of sailing, swimming and canoeing.

Yampa River Experience

History - Instruction into the history of exploration down the Yampa, Green and Colorado River.
Sociology - Intense living experience in boat groups of eight for five days facing dangers of the River as well as problems of living.
Political Science - Discussion of the problems of damming the Yampa River.
Physics - Instruction and close observation of the action of water as it proceeds along its river bed.
Biology - Instruction and observation of plant and animal life in the Yampa River Canyon and its tributary canyons.
Geology - Instruction and observation of erosion in the Yampa Canyon and its tributaries.
Ecology - Discussion and observation of ecosystems in the Yampa Canyon.
Physical Education - Instruction and practice in river rafting skills; hiking in canyons of the Yampa and Green Rivers.
Archaeology - Observation of ruins at Mantle's Cave; observation of pictographs at Jone's Creek.
Paleontology - Visit to Museum of Dinosaur National Monument.
Literature - Assignments and reading on River Exploration.

(5) Provide teachers in every discipline the opportunity to design experiential programs in their area since the Seminar curriculum can and should vary from semester to semester.

Following is a list of blocks and those instructors who designed and executed some segment of the Seminar program.

Orientation

Dr. William C. Dean - Principal, Wasson, led students in group warm-up exercises at Catamount Ranch.
Mel Mattic - teacher, Holmes, instructed students in cross-country ski techniques.

Field Science

Alan von Ahlefeldt - Science Teacher, Wasson, helped plan the block and offered instruction in Astronomy.
Robert Zecha - Math Teacher, Wasson, instructed in surveying skills.
Harry Zimbrick - Science Teacher, Wasson, instructed in Geology of the Pikes Peak region.
John Akey - Science Teacher, Mitchell, instructed in Astronomy.

Politics and Government

Don Brinton - Social Science Teacher, Wasson, instructed on the structure of the State Government.

Creative Art Expressions

Katrina Skarda - Art Teacher, Wasson, planned and instructed in various art techniques.

Indians of the Southwest

Earl Bowers - Teacher, Cheyenne Mountain J.H.S., instructed in arts and crafts and archaeology of the Southwest.
Kent Hill - Data Processing, Wasson, instructed students in the techniques of archaeology.
Harry Zimbrick - Science Teacher, Wasson, instructed in geology of the Southest.
Sue Boyd - Student Teacher, Wasson, instructed in literature and poetry of the Southwest and biology of the Southwest.

Aquatics

Robert Adler - Special Education Teacher, Wasson, instructed in the history and skills of sailing.
Tod Brown - Physical Education Teacher, Wasson, instructed swimming and canoeing skills.

Yampa River Experience

Tod Brown - Physical Education Teacher, Wasson, supervised one section of the trip.
Alan von Ahlefeldt - Science Teacher, Wasson, instructed in biology.
Vicki Smith - English Teacher, Wasson, supervised one raft group.
Warren Brown - C. U., Colorado Springs, Department of Education, supervised one raft group.

Life Zones of the Central Rockies

Clark Wilder - Science Teacher, Wasson, helped plan and write the Field Manual.
Alan von Ahlefeldt - Science Teacher, Wasson, helped plan block activities and write the Field Manual.
Paula Kessinger - Science Teacher, Mitchell, helped plan the block activities and instructed in life zones at Rocky Mountain National Park.

In the future Seminars, the Seminar coordinators must continue to recruit teachers and other educational personnel and incorporate their ideas into Seminar programs.

(6) Evaluate the effectiveness of the program and continually strive for improvement through modifications and change.

As part of the Seminar evaluation procedure, students have been required to keep daily journals of their experiences and reactions. Students have also been asked to fill out written evaluation forms for each block. Students also were given an evaluation form for the entire Seminar at the end of the semester. Students were given a test at the beginning of the semester on attitudes then were given the same test at the end of the semester to measure attitudinal changes. (Compiled results of all written student evaluation forms and attitude tests appear in this booklet.) Also, students participated in a number of oral evaluation sessions for each block and for the entire semester.

Parents were given a general evaluation form for the entire semester. The results also appear in this booklet.

Finally, the entire purpose of this General Evaluation is to fulfill this goal of determining the effectiveness of the program and to offer recommendations for improvement in future Seminars.

c. Learner Goals: Students participating in the W. E. E. S. program will:

(1) Acquire skills of judgment and awareness and apply them to a number of realistic situations.

Students definitely acquired a number of cognitive skills during the Seminar. (Refer to Program Goals Numbers 2 and 4 particularly for an exhaustive description of the types of cognitive skills utilized during the semester.) There is some need to increase opportunities for students to use these problem-solving skills in certain blocks. Some excellent opportunities did exist in this Seminar. For example: Students were able to practice surveying and orienteering skills in Field Science; they practiced art skills in making their own works in Creative Art Expressions; they utilized archaeology skills at the Hancock Dump "dig" in Indians of the Southwest; after practical instruction in sailing and canoeing, students put these skills to use at Lake Woodmoor in Aquatics; students used extensive skills of observation with the Field Manual used in the Life Zones block. In other blocks, particularly Politics and Government, students played the role of passive observer and not a participant except when they conducted the poll of political attitudes. Next time, the instructors need to develop more problem-solving situations to challenge the student's skills and give them more sense of working toward a solution than just practicing skills. Perhaps one way of doing this would be to have students work on particular problems that face the community or the environment.

(2) Improve motivation toward self-discipline and self-realization through a total immersion into the learning experience.

The Attitude Test given to students at the beginning and end of the semester (see results elsewhere in this booklet) indicate that students have gained a greater degree of self-realization. Parent and Student General Evaluations of the Seminar would support this conclusion. However, those same evaluations would also indicate that students need to improve self-discipline and perhaps also self-motivation. Improving self-discipline might be done in one of two opposite ways: Establish more external controls over the students and thus incubate habits of control; or, lessen external controls and give the students even more freedom and responsibility for achieving educational goals. Undoubtedly, the second method would require the development of more self-discipline as a means to success. It also increases the probability of failures for those who will not choose to discipline themselves. The instructors will have to choose which means of developing self-discipline and self-motivation best fits in with the philosophy and practical structure of the Seminar.

(3) Develop attitudes and values conducive to the maintenance of a quality environment.

Parent and Student General Evaluations indicate that the Seminar has been highly successful in achieving this goal, particularly in the natural environment. Students were particularly influenced during Indians of the Southwest, Creative Art Expressions, Yampa River Experience, and Life Zones of the Central Rockies. Perhaps more work needs to be done in making students aware of how to create and maintain a quality environment.

(4) Cultivate initiative and creative approaches to problem-solving and self-expression.

Although students were given some opportunities to offer creative approaches and initiative to problem-solving, the structure of the Seminar very often limited those opportunities because of the demands of the group. Undoubtedly, whenever feasible, the Seminar must provide more independence in problem-solving, a prerequisite to initiative and creativity. Again, this makes the risk of failure greater, but such risk is necessary and acceptable if initiative, creativity, self-motivation and self-discipline are to be developed in the student.

(5) Reflect an aesthetic appreciation for different learning environments.

The Seminar was particularly successful in achieving this goal for the natural environment. (Refer to Parent and Student General Evaluations.) The blocks that particularly developed this appreciation was Creative Art Expressions, Indians of the Southwest, Yampa River Experience, and Life Zones of the Central Rockies. The Seminar needs to work on developing an aesthetic appreciation for the urban environment. This is a necessary aspect of this goal, since such an appreciation will guide students as future citizens in developing pleasant, more liveable urban environments.

(6) Develop habits of good health and physical fitness.

Undoubtedly, all students have improved in their own physical fitness. Although some parent and student evaluations may disagree, students have also learned how to maintain good health in a number of adverse conditions. They know the importance of sterile dishes and utensils after meals. Students were remarkably efficient in maintaining clean hair and hands. In most cases, the Seminar did not develop habits of cleanliness, but rather showed students how to continue those habits in other than the home environment.

(7) Improve cooperation in group situations.

The Seminar was successful in this goal. Students were consistently cooperative in group situations throughout the semester. However, as the Attitude Test indicates, students also became more aware of antagonistic feelings towards other individuals as the semester wore on. Yet the cooperation continued with very few flare-ups. This would indicate that students developed the ability to cooperate with other people in group situations in spite of negative feelings. The Attitude Test also supports this conclusion.

(8) Develop personal confidence and positive self-concepts.

The questions in the Attitude Test on self-awareness and self-esteem would indicate success in this area. Observations of the instructors would indicate that many students did become much less self-conscious, more relaxed around people, more self-reliant if placed in challenging situations.

(9) Develop an attitude of recognition and acceptance of personal strengths and limitations.

Again, the Attitude Test questions on self-awareness and the Student General Evaluation would indicate success in this area. In working toward Goals 7, 8 and 9, it would be helpful to utilize members of the Counselling Staff during the semester to improve development in these areas.

(10) Recognize and accept personal responsibilities and demands placed on him by the group.

Responses to questions on the Attitude Test referring to "self-assertion" indicate that students generally did recognize their personal responsibilities to the group. However, in acceptance of those responsibilities, observation and testing indicates only partial success. A number of students remained willing to have others take those responsibilities before themselves. The Seminar needs to work on this area.

(11) Reflect more positive attitudes toward his fellow students, teachers and members of the community.

Concerning Students: The Attitude Test and Student General Evaluation indicate development of both positive and negative attitudes toward fellow students. (Refer to the Attitude Test - section on "Acceptance of Others.") At the same time, these results also indicate an improved ability to work with antagonistic students. (See Appendix I - W. E. E. S. Affective Inventory Test Results.)

Concerning Teachers: Students became much more aware of teachers as human beings with bad and good points as well as arbiters of authority. Whether the response to this discovery was positive or negative depended upon the individual student.

Concerning the Community: Toward those aspects of the Community the students observed - the city government and city police department - students did develop a highly positive attitude. The Seminar should work to extend such observations and attitudes to more areas of the community.

APPENDIX I

W. E. E. S. AFFECTIVE INVENTORY TEST RESULTS*

*Adapted from "Inventory of Outward Bound Effects"

I. INTRODUCTION. This Inventory Test was given twice to Seminar students. The first testing was given on the first day of the Seminar, January 21, 1974. The second testing session was completed on the final day of the Seminar, June 4, 1974. In the original test, all questions were mixed in relation to the type of affective change being measured. For the purposes of this evaluation, questions have been combined into the four areas of desired measurement. These four areas are: (1) Self-Esteem, (2) Self-Awareness, (3) Self-Assertion, (4) Acceptance of Others.

Due to some absences, the number of students taking the tests varies somewhat between test one and test two. Results given below reflect percent of students in that testing session that responded to the question. An Instructor Evaluation is included at the end of the four areas of affective change.

II. TEST RESULTS.

A. Self-Esteem: Part One Test.

KEY: SA = Strongly Agree (Very True Picture of Yourself)
A = Agree (Mostly True of Yourself)
N = No Opinion (Neither True nor Untrue of Yourself)
D = Disagree (Mostly Untrue of Yourself)
SD = Strongly Disagree (Very Untrue Picture of Yourself)

(3) What other people think of me does not affect the way I feel about myself.

	SA	A	N	D	SD
Test One	7%	41%	15%	31%	6%
Test Two	18%	62%	6%	12%	2%
% Change	+11%	+21%	- 9%	-19%	- 4%

(6) I don't think I make friends as easily as I should.

	SA	A	N	D	SD
Test One	9%	31%	17%	37%	5%
Test Two	4%	22%	14%	52%	8%
% Change	- 5%	- 9%	- 3%	+15%	+ 3%

(10) I feel that I'm on the same level as other people and that helps me establish good relations with them.

	SA	A	N	D	SD
Test One	18%	48%	22%	11%	0%
Test Two	20%	58%	18%	4%	0%
% Change	+ 2%	+10%	- 4%	- 7%	0%

(14) I don't question my worth as a person, even if I think others do.

	SA	A	N	D	SD
Test One	3%	33%	22%	33%	7%
Test Two	16%	40%	34%	16%	0%
% Change	+13%	+ 7%	+12%	-17%	- 7%

(18) I would change my personality if I could.

	SA	A	N	D	SD
Test One	0%	13%	28%	31%	28%
Test Two	0%	12%	20%	36%	32%
% Change	0	- 1%	- 8%	+ 5%	+ 4%

(22) I don't worry or condemn myself if other people pass judgment on me.

	SA	A	N	D	SD
Test One	3%	37%	26%	30%	3%
Test Two	10%	40%	30%	18%	1%
% Change	+ 7%	+ 3%	+ 4%	-12%	- 2%

(25) I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me.

	SA	A	N	D	SD
Test One	0%	15%	22%	44%	18%
Test Two	0%	12%	12%	44%	32%
% Change	0%	- 3%	-10%	0%	+14%

(29) I am just as good looking to the opposite sex as most people I know.

	SA	A	N	D	SD
Test One	0%	33%	50%	17%	0%
Test Two	2%	30%	64%	4%	0%
% Change	+ 2%	- 3%	+14%	-13%	0%

(32) I am not as bright as most of the other people I know.

	SA	A	N	D	SD
Test One	2%	13%	24%	46%	15%
Test Two	4%	14%	24%	40%	18%
% Change	+ 2%	+ 1%	0%	- 6%	+ 3%

(36) I would be happier if I could relate to others better.

	SA	A	N	D	SD
Test One	30%	50%	9%	9%	2%
Test Two	12%	56%	14%	16%	2%
% Change	-18%	+ 6%	+ 5%	+ 7%	0%

(38) When I meet someone new, I just assume that they will like me.

	SA	A	N	D	SD
Test One	2%	24%	22%	44%	7%
Test Two	2%	22%	26%	46%	4%
% Change	0%	- 2%	+ 4%	+ 2%	- 3%

(40) When someone criticizes me, it makes me feel less worthwhile as a person.

	SA	A	N	D	SD
Test One	0%	37%	13%	40%	9%
Test Two	0%	24%	16%	58%	4%
% Change	0%	-13%	+ 3%	+18%	- 5%

(42) I am nervous about having someone evaluate me.

	SA	A	N	D	SD
Test One	15%	30%	22%	26%	7%
Test Two	12%	24%	18%	42%	4%
% Change	- 3%	- 6%	- 4%	+16%	- 3%

(44) I am embarrassed by my limitation in intellectual ability.

	SA	A	N	D	SD
Test One	2%	20%	30%	42%	3%
Test Two	2%	16%	24%	50%	8%
% Change	0%	- 4%	- 6%	+ 8%	+ 5%

(46) I often wish that I was more physically attractive to the opposite sex.

	SA	A	N	D	SD
Test One	7%	30%	39%	20%	3%
Test Two	4%	32%	54%	10%	0%
% Change	- 3%	+ 2%	+15%	-10%	- 3%

(49) I guess I put on a show to impress people. I know I'm not the person I pretend to be.

	SA	A	N	D	SD
Test One	0%	22%	18%	35%	24%
Test Two	0%	10%	18%	42%	30%
% Change	0%	-12%	0%	+ 7%	+ 6%

(51) I'm very sensitive. When people say things about me, I think they are criticizing me or insulting me.

	SA	A	N	D	SD
Test One	5%	30%	18%	42%	3%
Test Two	8%	16%	22%	46%	6%
% Change	+ 3%	-14%	+ 4%	+ 4%	+ 3%

(53) I can't see what it is that my friends like about me.

	SA	A	N	D	SD
Test One	3%	20%	35%	37%	3%
Test Two	8%	6%	46%	34%	6%
% Change	+ 5%	-14%	+ 9%	- 3%	+ 3%

(54) I do stupid things that I know at the time are stupid, but I do them anyway without thinking about it.

	SA	A	N	D	SD
Test One	5%	48%	9%	33%	2%
Test Two	2%	54%	26%	16%	2%
% Change	- 3%	+ 6%	+17%	-17%	0%

A. Self-Esteem: Part Two Test.

KEY: A = Always True for You
U = Usually True for You
S = Sometimes True for You
R = Rarely True for You
N = Never True for You

(3) When people say nice things about me, I find it hard to believe they really mean it.

	A	U	S	R	N
Test One	5%	22%	48%	24%	0%
Test Two	2%	16%	52%	28%	2%
% Change	- 3%	- 6%	+ 4%	+ 4%	+ 2%

A. Self-Esteem: Instructor's Evaluation of Results. In terms of interpretation of these results, it appears there has been some significant shifts in in this category. As with all tests of this nature, there is the personal factor of why and how a student completes the questions. For this reason, small percentage changes from Test One and Test Two are to be expected. Our intent, in this instructor's evaluation, is to summarize these results. The why's and how's of these changes are left to people with expertise in this area.

It appears the students are less concerned about how others view them. Questions #3, #22, #25, #42 and #53 would appear to bear this out. In particular, Question #25 indicates a big shift in opinion on this point. A more positive self-concept has apparently developed during the period of the Seminar. It is also evident that the students feel less concerned with their physical appearance or lack of intellectual equality when it comes to being accepted by others (Questions #29, #44 and #46). Another positive indication from this survey is an improved student attitude about being evaluated and accepting criticism from others (Questions #14, #40, #42, #51, #3). The above observations can be made even more significant when looking at Questions #6, #14, #49, #54. These would tend to suggest that many students have more respect for themselves as an individual now. In terms of this whole category, it would appear that the seminar, at least in part, is responsible for more self-esteem among many of the participants. Not all questions in this section reflect change; Questions #32 and #38 illustrate this. Of those that do reflect change, there are none that reveal negative attitudinal changes in accordance with the goals of the program.

B. Self-Awareness: Part One Test.

KEY: SA = Strongly Agree (Very True Picture of Yourself)
A = Agree (Mostly True of Yourself)
N = No Opinion (Neither True nor Untrue of Yourself)
D = Disagree (Mostly Untrue of Yourself)
SD = Strongly Disagree (Very Untrue Picture of Yourself)

(1) I know what I can do and what I can't do.

	SA	A	N	D	SD
Test One	7%	41%	15%	31%	5%
Test Two	18%	62%	6%	12%	2%
% Change	+11%	+21%	- 9%	-19%	- 3%

(5) I can recognize when some task is beyond my ability.

	SA	A	N	D	SD
Test One	3%	40%	22%	30%	3%
Test Two	8%	48%	18%	26%	0%
% Change	+ 5%	+ 8%	- 4%	- 4%	- 3%

(8) I'm easily intimidated by people who argue with me.

	SA	A	N	D	SD
Test One	2%	13%	20%	57%	7%
Test Two	4%	14%	14%	58%	10%
% Change	+ 2%	+ 1%	- 6%	+ 1%	+ 3%

(9) Most of my feelings and motives are a mystery to me.

	SA	A	N	D	SD
Test One	3%	26%	15%	30%	24%
Test Two	4%	8%	50%	12%	26%
% Change	+ 1%	-18%	+35%	-18%	+ 2%

(13) I now have a pretty clear idea about where I'm going and what I want out of life.

	SA	A	N	D	SD
Test One	11%	39%	7%	31%	11%
Test Two	36%	42%	12%	6%	4%
% Change	+25%	+ 3%	+ 5%	-25%	- 7%

(17) If I had to, I could list my strengths and weaknesses.

	SA	A	N	D	SD
Test One	9%	50%	15%	22%	3%
Test Two	16%	54%	10%	20%	0%
% Change	+ 7%	+ 4%	- 5%	- 2%	- 3%

(24) When I run into a new challenge, I know my abilities well enough to know whether I can handle it.

	SA	A	N	D	SD
Test One	5%	48%	18%	26%	2%
Test Two	14%	58%	14%	14%	0%
% Change	+ 9%	+10%	- 4%	-12%	- 2%

(27) I trust the ability of most people to make their own decisions.

	SA	A	N	D	SD
Test One	11%	68%	9%	9%	2%
Test Two	12%	68%	12%	8%	0%
% Change	+ 1%	0%	+ 3%	- 1%	- 2%

(33) I have spent a lot of time thinking about who I am and what I can do.

	SA	A	N	D	SD
Test One	18%	57%	5%	13%	5%
Test Two	44%	38%	12%	4%	2%
% Change	+26%	-19%	+ 7%	- 9%	- 3%

(43) I am able to separate what I know about myself from what other people think of me.

	SA	A	N	D	SD
Test One	5%	67%	18%	9%	0%
Test Two	14%	66%	12%	8%	0%
% Change	+ 9%	- 1%	- 6%	- 1%	0%

(48) I get a good feeling from helping a less competent person succeed at something I'm good at.

	SA	A	N	D	SD
Test One	33%	59%	5%	2%	0%
Test Two	30%	64%	4%	2%	0%
% Change	- 3%	+ 5%	- 1%	0%	0%

(52) I often feel upset but don't know why.

	SA	A	N	D	SD
Test One	5%	30%	15%	46%	3%
Test Two	4%	22%	20%	44%	10%
% Change	- 1%	- 8%	+ 5%	- 2%	+ 7%

(55) Often I'll do something that seems like fun and then look back later and wonder why I thought it was fun.

	SA	A	N	D	SD
Test One	5%	61%	13%	18%	2%
Test Two	14%	52%	12%	20%	2%
% Change	+ 9%	- 9%	- 1%	+ 2%	0%

B. Self-Awareness: Part Two Test.

KEY: A = Always True for You
U = Usually True for You
S = Sometimes True for You
R = Rarely True for You
N = Never True for You

(6) I'm sure I know why I do the things I do.

	A	U	S	R	N
Test One	0%	44%	37%	15%	2%
Test Two	6%	52%	30%	10%	2%
% Change	+ 6%	+ 8%	- 7%	- 5%	0%

B. Self-Awareness: Instructor's Evaluation of Results. In this category it appears that the questions are divided four ways: (1) Can I recognize my strengths, (2) Can I recognize my weaknesses, (3) What am I, (4) Where am I headed. From these results, it is quite easy to recognize that many students are more cognizant of their strengths and weaknesses. Questions #1, #5, #17 and #24 show a very positive shift in this direction. Question #33 indicates a strong tendency for most of the students to spend more time evaluating themselves and their position in life. In tune with this, the students appear to

be able to understand themselves much better (Questions #52, #6, #43 and #55). Question #6 from Part 2 of the test best summarizes what the Seminar has provided in the way of self-awareness. One confusing result must be noted in Question #9. There is a significant shift to no opinion. Perhaps the students that disagreed on the first test have become less sure about their feelings and emotions whereas for those who agreed may have thought more about their feelings and emotions.

The results of this section are particularly pleasing to the Seminar staff since our idea of the program was to promote self-awareness and self-analysis. We feel that these goals have been attained to a much greater extent than we had even hoped.

C. Self-Assertion: Part One Test.

KEY: SA = Strongly Agree (Very True Picture of Yourself)
A = Agree (Mostly True of Yourself)
N = No Opinion (Neither True nor Untrue of Yourself)
D = Disagree (Mostly Untrue of Yourself)
SD = Strongly Disagree (Very Untrue Picture of Yourself)

(2) I feel a person is better off when he takes responsibility for himself.

	SA	A	N	D	SD
Test One	53%	33%	9%	3%	0%
Test Two	72%	22%	0%	4%	2%
% Change	+19%	-11%	- 9%	+ 1%	+ 2%

(7) I need somebody else to push me through on things.

	SA	A	N	D	SD
Test One	2%	22%	20%	48%	7%
Test Two	4%	6%	20%	56%	14%
% Change	+ 2%	-16%	0%	+ 8%	+ 7%

(11) I live largely by other peoples' values and standards.

	SA	A	N	D	SD
Test One	0%	13%	7%	39%	40%
Test Two	0%	2%	10%	42%	46%
% Change	0%	-11%	+ 3%	+ 3%	+ 6%

(15) I usually sit back and wait for things to happen to me, or for the other person to make the first move.

	SA	A	N	D	SD
Test One	3%	26%	7%	48%	15%
Test Two	0%	22%	14%	50%	14%
% Change	- 3%	- 4%	+ 7%	+ 2%	- 1%

(19) I am really confident when I'm doing something I know how to do.

	SA	A	N	D	SD
Test One	28%	54%	9%	9%	0%
Test Two	48%	44%	6%	2%	0%
% Change	+20%	-10%	- 3%	- 7%	0%

(21) My fears of failing stop me from doing many things.

	SA	A	N	D	SD
Test One	3%	30%	13%	31%	22%
Test Two	2%	12%	16%	36%	34%
% Change	- 1%	-18%	+ 3%	+ 5%	+12%

(26) I feel confident that I can do something about the problems that arise in the future.

	SA	A	N	D	SD
Test One	13%	59%	18%	9%	0%
Test Two	30%	56%	10%	4%	0%
% Change	+17%	- 3%	- 8%	- 5%	0%

(30) If enough competent people are around, no one will notice when I don't take the lead.

	SA	A	N	D	SD
Test One	2%	20%	35%	40%	2%
Test Two	2%	34%	12%	40%	12%
% Change	0%	+14%	-23%	0%	+10%

(37) I believe that what happens to me is usually the result of my own actions.

	SA	A	N	D	SD
Test One	26%	63%	2%	3%	3%
Test Two	34%	56%	8%	2%	0%
% Change	+ 8%	- 7%	+ 6%	- 1%	- 3%

(41) I get a better feeling from teaching someone how to do something I'm good at than doing it for myself.

	SA	A	N	D	SD
Test One	24%	59%	17%	0%	0%
Test Two	28%	62%	6%	4%	0%
% Change	+ 4%	+ 3%	- 9%	+ 4%	0%

C. Self-Assertion: Part Two Test.

KEY: A = Always True for You
U = Usually True for You
S = Sometimes True for You
R = Rarely True for You
N = Never True for You

(1) If something needs to be done, I'll step in and get the ball rolling.

	A	U	S	R	N
Test One	2%	52%	44%	2%	0%
Test Two	4%	52%	40%	4%	0%
% Change	+ 2%	0%	- 4%	+ 2%	0%

(2) When I'm afraid of something, I would rather get around it somehow than to meet it head on.

	A	U	S	R	N
Test One	0%	26%	30%	33%	11%
Test Two	0%	16%	30%	48%	6%
% Change	0%	-10%	0%	+15%	- 5%

(4) I would rather assist someone else than take charge of something myself.

	A	U	S	R	N
Test One	3%	24%	44%	24%	2%
Test Two	0%	34%	38%	24%	4%
% Change	- 3%	+10%	- 6%	0%	+ 2%

(5) Even when I've learned a new skill, I hesitate to try it out.

	A	U	S	R	N
Test One	2%	3%	17%	65%	13%
Test Two	0%	8%	18%	50%	24%
% Change	- 2%	+ 5%	+ 1%	-15%	+11%

(7) When I meet a difficult obstacle, I hold back hoping that someone else will lead me through it.

	A	U	S	R	N
Test One	0%	17%	33%	35%	15%
Test Two	0%	10%	26%	56%	8%
% Change	0%	- 7%	- 7%	+21%	- 7%

(8) People look to me to get them through a tough situation.

	A	U	S	R	N
Test One	0%	9%	61%	29%	2%
Test Two	0%	18%	58%	22%	2%
% Change	0%	+ 9%	- 3%	- 6%	0%

(9) I would rather help a person through a tough spot than let him struggle through by himself.

	A	U	S	R	N
Test One	24%	48%	20%	8%	0%
Test Two	34%	38%	24%	4%	0%
% Change	+10%	-10%	+ 4%	- 4%	0%

(10) I let other people decide what to do.

	A	U	S	R	N
Test One	2%	11%	52%	31%	0%
Test Two	0%	10%	48%	34%	8%
% Change	- 2%	- 1%	- 4%	+ 3%	+ 8%

C. Self-Assertion: Instructor's Evaluation of Results. Of the categories studied so far, this one seems to be more confusing to interpret. Many of the questions are trying to get at the same point, but student response varies. First let us take a look at some definite tendencies. There is evidence for a positive shift in accepting responsibility. More students now feel they are more responsible for their own actions. See Questions #2, Part 1, #37, #8, Part 2. There is some evidence that students have increased their desire to take the initiative in problem solving. Questions #7, #11, #30, #1, Part 2, #2, Part 2, #9, Part 2 show this. However, in Question #30, there has been some negative and positive change. It would indicate that the Seminar needs to concentrate on this area in the future. There is some conflict in opinion as indicated by Questions #7, #2, Part 2, #10, Part 2 and Question #4, Part 2. In Question #4, more feel they would rather assist than take charge, while evidence from the other questions indicate that they prefer not letting others decide what to do. In general, it appears that there has been positive increases in self-confidence, accepting responsibility and a cooperative attitude toward helping others. It also appears there has been some negative change in terms of the sit-back and wait attitude.

D. Acceptance of Others: Part One Test.

KEY: SA = Strongly Agree (Very True Picture of Yourself)
A = Agree (Mostly True of Yourself)
N = No Opinion (Neither True nor Untrue of Yourself)
D = Disagree (Mostly Untrue of Yourself)
SD = Strongly Disagree (Very Untrue Picture of Yourself)

(4) When I meet someone new, I automatically trust him.

	SA	A	N	D	SD
Test One	2%	22%	31%	36%	9%
Test Two	4%	22%	32%	34%	8%
% Change	+ 2%	0%	+ 1%	- 2%	- 1%

(12) What other people think of my ideas affects the way I feel toward them.

	SA	A	N	D	SD
Test One	5%	42%	20%	20%	11%
Test Two	10%	36%	6%	40%	8%
% Change	+ 5%	- 6%	-14%	+20%	- 7%

(16) I find it's difficult to be friendly with people who have different backgrounds from mine.

	SA	A	N	D	SD
Test One	0%	7%	5%	54%	31%
Test Two	0%	4%	10%	52%	34%
% Change	0%	- 3%	+ 5%	- 2%	+ 3%

(20) I can't work well with someone I don't like.

	SA	A	N	D	SD
Test One	3%	26%	28%	37%	5%
Test Two	2%	14%	20%	54%	10%
% Change	- 1%	-12%	- 8%	+17%	+ 5%

(23) My feelings toward another person do not depend on his feelings toward me.

	SA	A	N	D	SD
Test One	7%	40%	18%	31%	2%
Test Two	16%	42%	10%	30%	2%
% Change	+ 9%	+ 2%	- 8%	- 1%	0%

(28) It's a struggle to get along with most people.

	SA	A	N	D	SD
Test One	0%	3%	7%	63%	26%
Test Two	0%	10%	8%	56%	26%
% Change	0%	+ 7%	+ 1%	- 7%	0%

(31) Even when I recognize that a person has faults, I can get along with him anyway.

	SA	A	N	D	SD
Test One	30%	61%	5%	3%	0%
Test Two	28%	62%	2%	8%	0%
% Change	- 2%	+ 1%	- 3%	+ 5%	0%

(34) I have a hard time listening to people with different ideas than mine.

	SA	A	N	D	SD
Test One	0%	2%	5%	68%	24%
Test Two	0%	8%	4%	60%	28%
% Change	0%	+ 6%	- 1%	- 8%	+ 4%

(35) Sometimes I can't help but feel that most other people are below me.

	SA	A	N	D	SD
Test One	0%	11%	3%	48%	37%
Test Two	4%	6%	8%	50%	32%
% Change	+ 4%	- 5%	+ 5%	+ 2%	- 5%

(39) I get impatient when one person slows down the group I'm in.

	SA	A	N	D	SD
Test One	0%	20%	18%	48%	13%
Test Two	6%	40%	22%	28%	4%
% Change	+ 6%	+20%	+ 4%	+20%	+ 9%

(45) I look down on someone who talks about his fears or troubles.

	SA	A	N	D	SD
Test One	0%	7%	7%	52%	33%
Test Two	2%	14%	10%	36%	38%
% Change	+ 2%	+ 7%	- 3%	- 6%	+ 5%

(47) My feelings about another person seem to depend on how much he accomplishes.

	SA	A	N	D	SD
Test One	0%	20%	15%	48%	17%
Test Two	0%	16%	12%	58%	14%
% Change	0%	- 4%	- 3%	+10%	- 3%

(50) I sometimes think "I would like that person better if his ideas were more like mine."

	SA	A	N	D	SD
Test One	0%	24%	7%	52%	17%
Test Two	0%	16%	26%	52%	4%
% Change	0%	- 8%	+19%	0%	-13%

D. Acceptance of Others: Part Two Test. No test questions in Part Two pertaining to this category.

D. Acceptance of Others: Instructor's Evaluation of Results. Considering the nature of the Seminar, the age groups involved and the time they spent together, this category involves some of the most difficult attitudinal adjustments the students had to face. From this evaluation, it would appear that the Seminar has only partially made progress in this area. It would seem that high school students spend a great deal of energy in the areas of being accepted by peers and in accepting others.

One area of significant progress during the Seminar has been the tendency for most students to accept others for what they are rather than their ideals or feelings. Questions #12, #23, #50 and #34 seem to indicate this conclusion. In terms of working with others in close situations, Questions #20 and #39 show an interesting contrast. More students now feel they can work with students they don't like but more students also admit that they get impatient when someone in the group slows them down. In terms of just getting along with other students, more students feel it is a real struggle to get along with others (Question #28) and that recognition of another person's faults does not make that person easier to get along with (Question #37). In conclusion, the Seminar has presented the students with the situation that makes acceptance of others almost mandatory. It appears that the situation has made them more aware of each other and of the difficulties inherent in group situations. Perhaps it is unrealistic to think that these problems can be solved entirely, but this area is of utmost importance to everyday life, and the Seminar should work towards improving these attitudes.

PART IV - GENERAL CONCLUSIONS.

The following are some general conclusions about the entire Seminar drawn from information in this evaluation report and the observations of the faculty coordinators.

A. Curriculum.

Although revisions in curriculum planning and teaching methods are necessary, the experiential approach to the subjects covered in the Seminar give students a new, in many cases, more effective means of internalizing curriculum concepts. Relevance to the individual becomes more readily apparent since the concepts are illustrated by experiences in environments where students will live outside of the regular school. The Seminar also demonstrates to students that learning can be an exciting and useful process and can continue after the formal school experience has ended.

B. Financing.

It is highly beneficial that students and parents help pay for the Seminar. This provides students with important reasons to come together and develop group unity prior to the Seminar itself. Also, parents are allowed to become actively involved with their son or daughter's educational experience, an opportunity not often given at the secondary school level. Undoubtedly, the Seminar could not have happened without the dedication of those parents who gave so much time to raise money and also gave a great deal of moral support to the faculty coordinators.

However, the burden of raising $12,000 is overwhelming. It involves too much parent and teacher time. The Seminar cannot survive over the long run, if it is repeatedly saddled with this burden. Students should rightfully pay for their own food and personal equipment, still a substantial expenditure. But the Seminar definitely needs more assistance in meeting transportation costs and needs continuing assistance in providing substitutes for teachers, equipment and book purchases.

C. Logistics.

The Seminar has demonstrated that an experiential education program is logistically feasible at the high school level with a minimum amount of District support. However, it also became obvious that if experiential education programs are to expand and realize their full potential, the District must continue and increase this support. Experiential programs will continue to need additional equipment, books and, particularly, dependable highway transportation to extend the educational horizons of Seminar students.

D. District Master Plan for Experiential Education.

Because the general statement of the Seminar Program was the program's Learner Goals is so closely allied to the goals stated in the District Master Plan for Experiential Education, we feel that demonstrated success or failure in achieving the Seminar goals demonstrates the same effectiveness in achieving the Master Plan goals. (For a comparison of Master Plan and Seminar goals see Appendix I to the Introduction - District Master Plan for Experiential Education and the Teacher's General Evaluation of the Seminar for the Seminar's goals.

E. District Goals for Secondary Education.

The following is an evaluation of how effectively the Seminar has achieved those specific District Goals for Secondary Education noted in the Introduction to this report. Included in this evaluation are any recommendations (underscored) for better realizing the stated District goal within the Seminar framework.

1. Provide experiences for students to acquire and use skills commensurate with abilities, interests, and needs in reading comprehension, communicative expression (writing, listening, viewing and speaking), mathematics, social studies, science and foreign languages.

If the reader will refer to the itineraries and assignments located in our specific block evaluations (Section II of the report) he will see that the Seminar did provide a variety of experiences to acquire and develop many of the desired skills. The written assignments, oral reports, lectures, discussion groups and reading assignments involved the students in reading comprehension and communicative expression. The Field Science and Math Block sharpened student skills in several forms of mathematics. That block along with Life Zones of the Central Rockies gave students increased skills and practice in scientific observation. The Politics and Government Block and the Indians of the Southwest Block instructed students in a wide variety of the social studies from history and anthropology to archaeology, sociology and political science.

3. Provide experiences which motivate students toward development of creative self-expression and aesthetic appreciation of the fine arts.

Two particular blocks focussed on this goal. During the Indians of the Southwest Block, students were exposed to a variety of Indian arts and were encouraged toward creative self-expression in the prose and poetry assignments. Students were given specific instruction in several art skills in the Creative Art Expressions Block and then taken to several different locations to practice these skills or observe examples of artists' work. It would be valuable to extend the use of these forms of creative expression to all of the blocks rather than confine them to two blocks only.

5. Offer each student the opportunity to gain knowledge and to develop skills which contribute to good health habits and physical fitness now and throughout life.

Student evaluation responses and faculty observation would indicate a substantial degree of success in contributing to the physical fitness of all the Seminar students. They were trained in a wide variety of new physical skills from backpacking to soccer to sailing and canoeing. Perhaps more significantly, a number of students recognized the joy of fitness and why a functional body is important in environments away from school and home. Concerning good health habits, students learned how to live as a group very closely together during the Indinas of the Southwest trip, the Life Zones of the Central Rockies trip to Rocky Mountain National Park and the Yampa River Experience, yet maintain a relatively high level of personal hygiene and cleanliness in adverse situations. They learned how to prepare food

on the road or on the trail, and understood the extreme importance of pure water and clean dishes. The relative lack of sickness on all of these excursions is a tribute to the good health habits practiced by students.

6. Provide varied experiences for the purpose of building self-confidence so that each student can accept and value himself as a worthwhile human being.

Student and parent evaluation forms would indicate that generally students feel much more confident in themselves and their own judgments than at the beginning of the Seminar. Several factors have perhaps contributed to this. First, students have developed physically, which often adds to a positive self-image. Second, in the Yampa River Experience and Aquatics Blocks, and in most other blocks, students have overcome physically challenging situations which has increased self-confidence. Third, students have been placed in intense living situations with other students and adults; i.e., the Indian Trip, the Life Zones Trip, the Yampa River Trip, and have learned how to better deal with other people in group situations. This, too, has contributed to the individual's confidence in moving into the non-school world.

7. Provide experiences which help each student develop his own moral and ethical value system and realize the personal and social consequences of his behavior.

Students saw many things provocative of thought about morals and ethics. They saw law enforcement in action; they saw political decision making at the local and state level, which undoubtedly stimulated thoughts about political action in the age of Watergate; they studied religions and value systems of the Southwestern Indians, most provocative in adolescents searching for their own beliefs; they were intimately involved in many natural environments and thought extensively about the value of those environments to man; they were closely involved with each other which pushed a number of students to consider the value of human relationships, even relationships with people they may not like; they were involved with their own environment as part of their learning process and so have thought about the value of the world around them as a place to learn. There was no better way for students to quickly "realize the personal and social consequences of his behavior" than to have to live in the intimate society of thirty-three other people on an extended eight-day trip through the Southwest. Students immediately sensed the need for toleration and consideration to avoid destroying the experience. Perhaps never again in their lives will they live so closely with other people. They fundamentally had to learn to depend on other people for their own benefit. Rafting down the Yampa River also quickly demonstrated this point. Boatmen had to trust the captain and each other for survival. If the student as captain made an error in judgment, all suffered. Some students wanted to flee from that responsibility, but they could not. Coming as it did at the end of the Seminar, the Yampa River Experience was an impressive exhibition of students who were self-reliant, yet at the same time, responsive to the needs of the group.

8. Develop responsible citizens who understand the political and governmental processes of the United States and of the world community and who recognize the role of each individual as an agent for needed change.

During the Politics and Government Block, many students received extensive exposure to the processes and personalities of government decision-making at the local, state and federal level. They also saw law enforcement agencies in action and developed a new respect for the men who make and enforce the laws at the local level. They did retain some cynicism about the "typical politician" at the state and national level. If these students, as future citizens, ever want to initiate changes, they now know the processes involved. Two improvements the Seminar could make would be to involve students more to party organizations and also to spend more time in discussing the reasons why the citizen should or should not get involved in political action.

9. Provide opportunities for each student to interact with those of different ethnic, racial and cultural characteristics so that he will acquire a background in human relations that will help him toward a better understanding and a better working relationship with others in his society.

In spite of all efforts, the Seminar was unable to recruit students from a wide variety of cultural, ethnic or racial backgrounds. Definitely, the Seminar needs to encourage these students to apply for the program, since the experiential format provides ideal situations for students to learn about each other. However, in spite of this limitation, students did gain an invaluable "background in human relations" in learning how to deal with their fellow students in very close situations. The toleration, discussed above, which students had to show for each other should help them "toward a better understanding and a better working relationship with others in his society."

10. Help each student understand his own behavior and the behavior of others so that he may maintain good emotional health.

In many cases, students were compelled to this understanding during the Indians Trip or the Yampa River Experience simply to get along for the duration of the outing. Frequently, attitudes and feelings toward others were discussed in small groups in an effort to deal with hostility or anxieties. Efforts were made to point out detrimental behavior and discuss ways of correcting it. The Seminar could improve in this area by involving members of the Wasson counselling staff in these experiences to serve as facilitators in solving problems of personality and behavior.

12. Provide experiences which prepare students for worthwhile use of leisure time now and in the future.

Students have been exposed to many leisure-time physical activities like backpacking, cross-country skiing, soccer, sailing, canoeing, and rafting. They have received exposure in art techniques which they might later choose to develop as an avocation. But more importantly, they have learned that much can be learned about the world in non-classroom environments. Perhaps,

they will use their many hours of leisure time in the future to continue this learning process. If this happens, then the Seminar has achieved its greatest success: to stimulate the student's ambition to learn even after the school years have passed.

F. Final Remarks.

All in all, the Seminar has successfully proven that experiential education is a viable, valuable alternative in education. Compared to the more traditional forms of classroom education student gains, especially in emotional development and human relationships, have been dramatic. The increased involvement of parents in the formal education of their sons or daughters has also been astounding and provides increased hope for continuing involvement in the future. Finally, as a teaching experience it has been unsurpassed - in the challenge to develop effective methods and curriculum, but, more importantly, in the growth of close personal relationships with young men and women who have become so much more than just students. That made it worth doing.

PART V - RECOMMENDATIONS

A. Introduction.

As a pilot program, Wasson's Experiential Education Seminar has conclusively demonstrated that experiential education is a viable and valuable alternative to other traditional forms of education. This evaluation report has pointed out the strengths of the Seminar's program, but it has, more importantly, demonstrated some significant weaknesses in the program. In doing so, this Seminar has fulfilled its function as a pilot program. Below, the coordinators of the Wasson Experiential Education Seminar offer recommendations for additions and changes in the Seminar beyond the specific curriculum changes already noted in each block evaluation. Adoption of the following recommendations at the instructor's level, the building level and the district level will hopefully achieve two major purposes: (1) Improve the quality and expand the experiential program at Wasson to more interested students and teachers; (2) Expand the experiential education approach to secondary schools throughout the district and develop a consistent continuity to this type of education from the elementary grades through high school.

B. Recommendations for Coordinators. Coordinators of the Wasson Experiential Education Seminar should:

1. Provide more for students' individual learning abilities in curriculum planning. With the wide ability range of students entering the Seminar, it is essential to provide more diversity and choices of activities for students to achieve specific educational standards. Of course, such diversity and freedom will and should be limited by the structural needs of the total program.

2. Better communicate with resource personnel and advise them of their specific role in the Seminar program. This would help these people to better direct their presentations to the academic needs of the students.

3. Integrate student teachers and other assisting personnel more effectively into program planning and execution. An essential part of student teaching in this type of program is in the planning stages. It is at this stage that the student teacher learns the all-important steps of identifying a non-classroom learning environment, explores its educational value, and then tries to work out the methods for effectively bringing students into that environment. Student teachers with the Seminar should also gain practical teaching experience in the formal classroom setting outside of the Seminar. This is essential for two reasons: (1) The student will initially be hired to teach in a regular classroom and should have experience in dealing with problems that may arise; (2) The future experiential education teacher needs to know the benefits of regular classroom techniques so that he can effectively integrate the classroom with non-classroom environments.

4. Better utilize the school counselling staff and other student assistance personnel. In dealing with both the cognitive and affective domains of learning, the Seminar coordinators have often neglected the affective domain either for lack of time or, more importantly, lack of training. In order to have more guidance in the affective development of students, the Seminar should take advantage of the expressed desire of student assistance personnel to help identify and deal with emotional and learning problems.

5. Improve communication and rapport with teachers in Wasson. If the Seminar is to expand in size and curriculum, the continuing use of teachers' talents and ideas are essential. More teachers need to be directly involved in the non-classroom aspects of the program to enable them to witness the educational value of these experiences and stimulate their enthusiasm for involvement.

6. Provide better continuity and transition from one block to another in curriculum planning. While keeping a wide variety of subjects, this continuity might well be provided for in the development of the Communication Arts aspect of the curriculum. Also, improvement in standardizing requirements and administrative procedures would help provide this continuity.

7. Better integrate a Communication Arts teacher into Seminar planning and execution. By doing so, this should definitely improve the use of Communication Arts in developing student expression and provide more consistency in requirements and grading standards for the credit received in this area.

8. Develop more consistency in academic standards and evaluation procedures. These steps are essential for two reasons: (1) To give students a precise understanding of what is expected of them in academic areas; and (2) To gather a more accurate understanding of how all students in the Seminar have performed relative to those standards.

9. Develop more consistency in disciplinary policy. Students need to understand the reasons behind the rules and regulations in the Seminar. They also need to know that these rules must and will be enforced. Failure to do this could lead to behavior detrimental to both the offending student and to the future of the Seminar.

10. Spend more time planning and carrying out curriculum development with less time spent on administrative, logistical and clerical details. The primary function of the coordinator should be on curriculum development. The educational excellence of the program depends on this. To effectively pursue this goal, the coordinators' time must be freed from excessive attention to clerical detail. Assistance in the form of a teacher's aid or paraprofessional will be necessary.

11. Develop a more effective program of physical conditioning for students. By requiring that students improve their physical condition, the coordinators will have more latitude in planning physically vigorous academic blocks.

12. Limit the number of Seminar students to twenty-five per full-time instructor. Although this represents a decrease in the number of students per teacher in the program, the student/teacher ratio remains above the District-wide ratio. It will also considerably help in the logistics and administration for the program in the areas of transportation, equipment and evaluation. Supervision of student activities will also improve adding an increased measure of safety and control.

13. Establish a continuing river and aquatics program for the entire school. The Aquatics and Yampa River Experience during this Seminar proved to be an invaluable affective and cognitive learning experience that Seminar planners should make every effort to retain in the program. Due to the tremendous exercise and demand, and the limited number of trips available to the Colorado Outward Bound School, this year's agent for the river program, the Seminar can best guarantee a continuing river program by developing a program within the school utilizing the facilities and the staff abilities within the school. The initial expense will be heavy, but the program should begin modestly and expand over a period of several years as more money becomes available and new waterways are identified for use. The school and district now have sufficient personnel to establish such a program and it can and should definitely be used, not only for Seminar trips, but for other groups within the school.

C. Recommendations for the School. The following are recommendations for school staff which will lend invaluable support to the sound development of experiential education at Wasson. As an institution, the school should:

1. Provide a definite and consistent meeting place within the school for formal classroom instruction. Seminar needs would require no more than three consecutive hours in a particular classroom scheduled during the day. Such a provision would help students avoid confusion and the necessity of meeting before or after the regular school day in order to utilize classroom space. This would also help Seminar staff to avoid imposing upon other teachers for use of classrooms in which they may be planning. A scheduled classroom would also help Seminar planners to more fully achieve their stated philosophy of integrating classroom and non-classroom learning environments.

2. Develop a team of non-Seminar teachers and staff to evaluate the experiential program. This measure would have several benefits. First, it would relieve some burden of evaluation from the program coordinators. Second, it would help achieve the stated goal of involving more of the Wasson staff in program development. Third, it would give planners critical input from fellow educators for curriculum development, instructional environments and resource personnel that would help achieve the stated educational goals. Fourth, it would add credence to published evaluation results. Fifth, it would serve as a means of communicating to other departments within the school as well as to members of the non-school community exactly what occurs in the Seminar program along with some professional judgments about the program's effectiveness.

3. Provide a person to coordinate financial, administrative and logistical details of the program within the school. This is an essential measure to bring efficiency in handling over $12,000 in the budget and $3,000 worth of equipment. Such a coordinator, either a teachers aid or paraprofessional working from five to ten hours per week, would handle clerical details and bring more consistency to bookkeeping and Seminar logistics.

4. Provide the Seminar with an expendable materials budget. This would place the Seminar on the same budget status as other departments within the school. One suggested method for allocating this budget would involve the following steps: (1) Include Seminar students in the department rosters for those subject areas in which students receive credit (i.e., English, Social Science, Math, Physical Education, Science); (2) When those departments apply for expendable materials money include the Seminar students as part of their budgeting considerations; (3) Money allotted for Seminar students should then be assigned to the Seminar for the needed expendable materials.

5. Purchase two 15-passenger school busses for Seminar and general school use. These busses would have to be suitable for long distances of mountain highway driving. The busses would also need to have adequate storage space for equipment and meet the state requirements for such vehicles. The purchase could be financed through a combination of Seminar, athletic department and other budgets within the school. The busses could also be leased to other school organizations to help make payments . While the Seminar would need the vehicles for certain specific blocks, every effort would be made to arrange schedules to provide maximum use of these busses for other groups within the school. The maintenance of the vehicles after warranty expires could be assumed by the Wasson Auto Shop or by the District. The purchase of these vehicles, while initially costly, would prove less expensive in long-range experiential program development and would provide a substantial benefit to the entire school.

6. Hire staff members who have skills, experiences and training useful in developing experiential education programs. This is an essential long-range policy development if the experiential program is to increase its faculty, expand its program to more students and explore new learning environments.

7. Develop more efficient administrative procedures for handling Seminar students. Building and Seminar staff working together need to develop more effective processes for turning in grades, scheduling, communication between school and Seminar students out of the regular program and for handling transcripts.

8. Develop more effective procedures for recruiting and enrolling students into the Seminar. A major step in this direction involves improved communications between the Seminar and students and their counsellors. First, students in the regular program at Wasson need to be better informed about the current activities of the Seminar. Second, a description of the Seminar needs to be included in the annual schedule of classes. Third, Seminar staff and counsellors need to work closely in identifying students who would particularly benefit from the experiential style of education. Fourth, students should be allowed to submit applications for the Seminar throughout the school year to allow them to more effectively include the Seminar in planning their entire high school program.

9. Provide more office space and equipment to help properly administer the program. With the many uses now required of the Seminar office - planning, storage, student conferences, clerical and administrative work - acquisition of more space as well as a filing cabinet would greatly assist in carrying out the program.

10. Provide the logistical and administrative support necessary to establish a permanent river and aquatics program. A river program cannot be developed without help in storage, maintenance, insurance, financing, staffing and a multitude of other areas at the school level. On the other hand, a river program can be integrated into many areas of counselling and curriculum development outside of the Seminar. This should be viewed as a school program, not a Seminar program, although it could be administered by Seminar staff.

D. Recommendations for the District. The intention of the following recommendations is to offer administrators at the District level guidelines for supporting existing experiential programs and for expanding quality experiential programs throughout the District. To achieve these purposes, the District should:

1. Provide increased support for school programs with transportation, release time for resource personnel, and purchases of additional equipment and books. District support during the first Seminar was essential to its success. However, for the program to survive and become integrated into the school curriculum, students and parents cannot continue to bear the tremendous financial burden imposed during the first year. Of course, students must still pay for their own food and personal equipment, in itself a substantial amount. But the District needs to provide more financial help for logistical support.

2. Develop a procedure at the district level for evaluating the various experiential programs in the District. As at the school level, such a procedure can serve a number of valuable functions. First, it can provide for a more objective and credible evaluation of a school's program. Second, the evaluation team can provide the school program with valuable criticisms and suggestions for meeting the programs specified goals. Third, evaluators can publicize the different programs throughout the District and serve as stimulators in the development of new and better programs. Fourth, this procedure will help to insure that the experiential programs develop and retain high educational standards.

3. Establish a central District coordinator for experiential program planning and curriculum development. This coordinator should serve two essential functions: (1) Coordinate program planning at the same educational levels to be sure that a school does not interfere or interrupt the program of another school by utilizing the same learning environments at the same time or over-using particular learning environments; and (2) Facilitate and coordinate the development of consistent non-repetitive experiential programs between a particular high school and its feeder junior high schools and elementary schools. The coordinator can also serve as a source of ideas for curriculum development, but his function must go beyond this passive role if experiential education is to avoid confusion, repetition and inconsistency in quality.

4. Hire staff with skills, experiences and an interest in experiential education. As on the building level, such a long-range policy is essential to improving existing programs and to extend programs into those schools where they do not now exist.

5. Design buildings and acquire equipment with experiential education programs in mind. Such a policy could include the following measures: (1) Provide areas in existing schools for use by experiential programs; (2) Design new buildings with the understanding that a certain percentage of students will be out of the regular schedule and would probably need conference rooms and storage areas in lieu of a certain number of classrooms; (3) Provide a proportional percentage of the district-operating budget for the operation of experiential programs; (4) Acquire equipment, and particularly vehicles, which can be used in experiential programs rather than just for the transportation of students to and from schools.

6. Develop a more efficient, less time-consuming procedure for accrediting experiential education programs. This procedure should also include methods for reviewing periodically the quality of each school's program, and redetermining whether particular credits are warranted. The criteria for this determination would include fulfillment of District Educational Goals and the standards established by the various curriculum committees in the District. Conceivably, this review procedure could utilize the District-level evaluation team suggested in #2 above.